EXPLORING THE RELATIONSHIP BETWEEN STUDENT CONDUCT AND FIRST-YEAR STUDENT ATTRITION IN HIGHER EDUCATION

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Do college students that go through the conduct process dropout at higher rates than their peers do? This exploratory case study researched first time, first-year students at a single research site over a two-year period to understand what the relationship was between student conduct and attrition. The study's main goal was to see if there were any statistically significant data associated with conduct students that dropped out. Academic data from the complete sample size of the population was used similarly to secondary data to study trends amongst the first-year students. Quantitative data was in the form of retention and student conduct reports. Qualitative data came in the form of retention and student conduct notes. The main findings from this study were that there was significant data associated with conduct students that drop out. Mainly, that when compared to the general population, conduct students drop out at higher rates than their peers did. With this information in hand, college professionals can design interventions for at-risk students to assist in their retention.

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PREFACE

I would like to take a moment to thank my friends, family and loved ones who have supported me through this journey. I am forever in debt to the love and encouragement that you gave me along the way. While the days were stressful and nights long, each of you stood by my side and made this accomplishment possible. I could not have reached this academic pinnacle if it were not for these cherished individuals. A simple thank you will never convey the gratitude that I have for you all.

1.0 PROBLEM OF PRACTICE

Student attrition is a serious problem facing colleges (Martinez, Sher & Wood, 2008). One population of students that has the highest risk of dropping out before receiving their diplomas are first-year students (National Student Clearinghouse Research Center, 2014 & Tyson, 2014). This is due, large in part, because first-year students struggle with the transition to college and the various choices that they need to make as independent adults (Low, Williamson & Cottingham, 2004). Identifying these at-risk, first-year students is imperative for colleges because they can be assisted before it is too late (Arredondo & Knight, 2005 & Baars & Arnold, 2014). Keeping these vulnerable students in mind, colleges have begun committing a substantial amount of time, staffing and resources to ensure that students persist on a yearly basis (Watson, 2013). With such a great emphasis on retention, colleges are now making it a priority and encouraging professionals to collaborate with each other to increase student retention rates (Karp & Logue, 2002).

One set of professionals that can be overlooked when it comes to collaborating on retention are those within the Office of Student Conduct. One reason for this could be the fact that Student Conduct is often associated with expelling students (Stoner, 2000) thus lowering the college's retention rate. With this negative stigma, one could easily assume that a high percentage of students who go through the conduct process are in jeopardy of not being retained. To understand if that stigma is accurate or not, conduct students that withdraw after their first

year will be studied to see how their attrition rates compare with other students. At this particular research site first-year students make up the majority of conduct students. Given what we know about first-year students struggle to persist, are first-year conduct students more in danger of dropping out than their peers are? If a relationship were found between first-year students' that withdraw and the conduct process, conduct professionals could be key players in retention related programming within colleges. Understanding student conduct and retention literature will aid in the development of this type of programming.

Little to no research has been done on this topic and there is a gap in the literature. In Tinto's study from 1975, he discussed how students could be dismissed for academic reasons but did not touch on non-academic reasons. Students who were dismissed for academic reasons often struggled to adapt to the collegiate learning environment (Tinto, 1975). Another study conducted by Olafson, Nicholas and Kehrwald (2014) sought to determine whether students continued to be enrolled at an institution one year after an academic conduct violation. The study stated that 25% of students did not continue enrollment after being found in violation of an academic dishonesty policy (Olafson, Nicholas & Kehrwald, 2014). Additionally, this study found that the more severe the sanction, the less likely students were to be retained (Olafson, Nicholas & Kehrwald, 2014). While Olafson, Nicholas & Kehrwald (2014) & Tinto (1975) looked at academic dismissals and attrition, this study intends to look at non-academic conduct violations to see if a relationship exists between student conduct and first-year student attrition. To understand this relationship better, certain themes will be explored for first-year conduct students that are not retained.

Prior research has shown that first-year students struggle with the transition to college (Low, Williamson & Cottingham, 2004), and there are certain themes connected to student

retention: academic performance, commitment to going to college, social integration, satisfaction with support services, social support, and personality and psychological adjustment (Davidson, Beck & Milligan, 2009). Additional themes connected to retention are academic background, remedial work/academic progress, academic engagement, social engagement, financing college, and demographics (Demetriou & Schmitz-Sciborski, 2014). If universities become aware that their students are connected with these themes, programs could be initiated or improved to possibly increase or maintain first-year student retention (Fitch & Murry, 2001) thereby maintaining retention rates that would otherwise be associated with first-year students and the conduct process. Additionally, student conduct professionals will be able to better identify first-year students in the student conduct system that might be more or less likely to de-enroll based on the accumulation or presence of characteristics related to the student conduct process.

1.1 PURPOSE STATEMENT

It is becoming prevalent that a large number of students in higher education will not make it to graduation (Watson, 2013) because they are dropping out in their first year (Herzog, 2005). Though student attrition can occur for multiple reasons, sometimes students are dismissed from a college as a sanction due to breaking academic (Tinto, 1975) or behavioral rules. The development of collegiate student conduct programs, policies, and procedures aimed at retaining students and decreasing attrition could be beneficial not only to the stability and growth of a student body, but also to the overall wellbeing of a university.

In order to investigate a relationship between student conduct and attrition, this problem of practice will analyze first-year students that have gone through the conduct process and

withdrew to see if there are certain trends that arose over a historical two-year period. First-year conduct students were chosen because prior research has shown that first-year students drop out at the highest percentage of all classes (DeBerard, Spielmans & Julka, 2004 & Tinto, 1993). This topic will be researched broadly and then will get narrower with each research question. To begin, first-year conduct students' attrition rates will be first compared to attrition rates of all first-year students to understand if the first-year conduct students withdraw at a higher frequency than their non-conduct peers do. Next, first-year conduct student's attrition rates will be compared with other sub-groups (honors students, athletes, and provisionally accepted students) to see if first-year conduct student's dropout rates are higher than each of those subgroups are. Retention related actions could be taken if the findings show first-year conduct students withdraw at a higher rate than other student groups. Then, descriptive characteristics and qualitative themes will be studied to see if any trends arose amongst first-year students that participated in the conduct process and dropped out. If certain themes arose, future students identified with those themes could be flagged as potentially being in jeopardy of withdrawing. Lastly, alcohol and drug violations of first-year conduct students that have withdrawn will be studied to see if those violations are significant trends. Alcohol and drug violations were chosen because the literature has shown that these two areas are common conduct violations and related to student attrition (Liguori & Lonbaken, 2015, Merrill, Carey, Reid & Carey, 2013 & Phillips, Phillips, Lalonde & Tormohlen, 2015). If these violations are connected to student attrition, first-year students that are found connected with them can be reached out to earlier. Ultimately, this study intends to show if first-year conduct students are more in danger of dropping out than their peers are. This information would be valuable for conduct professionals wanting to assist with retention at their college.

The review of student conduct data and first-year student attrition will provide insight into the ways in which student conduct systems could strengthen or maintain universities' ability to retain students, or lower attrition rates, through building an at-risk, first-year student profile and developing various interventions, practices, or procedures aimed at retaining these at-risk, students. This profile could then act as the foundation for early alert systems as colleges are committing a major amount of time, staffing and resources to ensure that students are retained on a yearly basis (Watson, 2013).

1.2 RESEARCH QUESTIONS

1. How do the attrition rates of first-year students compare to that of the attrition rates of first-year conduct students and attrition rates other first-year student sub groups?
2. Are there certain characteristics associated to first-year students that go through the conduct process and drop out?
3. Is being found in violation for alcohol and/or drugs a significant characteristic of first-year students that drop out?

2.0 LITERATURE REVIEW

Though there is some literature on specific issues that result in students going through the conduct process, thus affecting retention, there is little on first-year students that go through the process and withdraw. There are however, numerous sources that provide an intellectual base into investigating the research questions put forth, thus offering a foundation into proactive solutions, programming, and policy making that university conduct systems could enact. Literature on student attrition rates of first-year students and other sub-groups (honors students, athletes, and provisionally accepted students) can provide an understanding of how these populations may or may not be at risk of dropping out. Literature on trends regarding alcohol and drug use by university students could provide reasons for students entering the conduct process when they use these substances. Finally, research literature on trends and themes within student conduct will help establish a framework understanding how this system interacts with students. By understanding student conduct more fully, once an at-risk student profile is designed it could be integrated into the conduct system, thus, allowing for student conduct systems to intervene or develop programs focused on reducing student attrition.

2.1 STUDENT CONDUCT

The goal of many colleges is to educate students so that they become well-rounded individuals. For schools to accomplish this, students need to understand what behaviors are acceptable in a civilized society. When behaviors are deemed unacceptable, it cannot only affect the individual student but also the campus community as a whole. Colleges, therefore, have a responsibility to protect the larger community from students they believe to be a risk. One way that schools can achieve this is by having a code of student conduct and a student conduct process. This code and process give colleges an opportunity to educate and retain students they believe are exhibiting behaviors that are unacceptable. The Council for the Advancement of Standards in Higher Education states, "Student Conduct Programs develop and enforce standards of conduct; an educational endeavor to foster students and their learning development" (p. 2). This duality is the foundation for how student conduct can be defined; a process that holds students accountable for possible violations that is combined with additional initiatives designed to educate students about how their behavior affects a civilized society.

For colleges to hold students accountable for their actions, they need to have a set standard in place dictating a model of acceptable behavior for students (Footer, 1996). This standard is oftentimes called the code of student conduct (Cooper & Schwartz, 2007) which can be overseen by the Dean of Students Office, an Office of Student Conduct or other related office. Codes of student conduct help establish a campus community that is safe and ensures that students are in a quality-learning environment (King, 2012 & Stoner, 2000) by setting a standard of acceptable behavior. Student Conduct offices can narrowly focus their codes on student behaviors or encompass academic dishonesty cases (Footer, 1996 & Olafson, Nicholas & Kehrwald, 2014). This study will only include student behaviors due to the research site's Office

of Student Conduct not overseeing academic dishonesty cases. Regardless of how this code is set up, the policies within it are the foundation for how students are to act while enrolled in college (Cooper & Schwartz, 2007 & Stoner, 2000).

Policies are a college's way to inform students how they are to behave while enrolled. Many colleges have published policies entitled the code of student conduct in a written document (Stoner & Cerminara, 1990). By doing this, students will have an easily understandable reference point of what is expected of them and what the process will look like if they are believed to have violated a college's policy. Common student conduct policy violations are alcohol, disruptive behaviors, drugs, fighting, property damage, theft and vandalism (Cooper & Schwartz, 2007 & Stoner, 2000). The most typical violation for many colleges is underage drinking (Cooper & Schwartz, 2007, Dannells, 1997, Freeman, 2001 & LaBrie, Tawalbeh & Earleywine, 2006). Outside of campus policies, criminal activity committed by college students, associated with federal, state and local laws can be a problem on college campuses as well (Low, Williamson & Cottingham, 2004 & Thompson & Richardson, 2008). With colleges dealing with such varying degrees of policy violations, it is important to understand how they typically categorize violations. At the research site, there are tiers of policy violations. The first tier includes low-level infractions like noise complaints, burning candles and minor disruptive behavior. The next tier typically includes things like the use of alcohol and/or drugs, physical violence, and major vandalism. The highest tier would be scenarios where students were sent to the hospital for substance use, drug dealing and breaking a major law. For example, if a student violated a serious federal or state law, such as grand theft auto, that would be handled differently than say an underage drinking case. While students would have violated state and federal laws in both situations, the research site typically views underage drinking cases as less severe as grand theft

auto. This is because underage drinking is a common occurrence without as stark legal ramifications as stealing a car. Having these tiers allow conduct professionals to treat each situation uniquely while considering a multitude of factors. Once policies have been established, colleges have been instructed by the courts to have a formalized process to deal with potential policy violations (Stoner, 2000).

The first step of any student conduct process is for the office to be made aware of a policy violation, which can be in the form of a written statement, incident report (Cooper & Schwartz, 2007) or verbal testimony. These reports document any events or behaviors considered to be policy violations (Price, 2008). If an administrator believes a student has violated a policy within the incident report, it is regular practice to send that student a written notification. This notification could address a singular violation or include a list of policies that were believed to have been violated (Cooper & Schwartz, 2007). Notifications sent in a timely manner allow students to prepare for a conduct hearing. These meetings are important because they give students an opportunity to; learn about the policy that is believed to have been violated, create an action plan to avoid violating the policy again, challenge the charges against them, and ask questions (Griffin & Salter, 1993, Stoner, 2000, & Stoner & Cerminara, 1990). In particular, educating a student within a conduct meeting can be challenging, because students view the student conduct process as punishment and not as an opportunity to learn (Janosik, 2001). One way for students to grow from the process is by establishing fairness in the student meetings. Students have stated that when they are treated justly through the conduct process they learn more (King, 2012). It might be possible, then, that fair meetings may lead to increased learning which may lead to students being more knowledgeable. Informed students might be less likely to engage in future policy violations; at least of a similar nature. Once it has been established that a

student has violated a policy, administrators will determine how that student will be educated in relation to their violation.

If students are believed to be in violation of policies, they are often times assigned sanctions related to that offense (Cooper & Schwartz, 2007& Footer, 1996) which can facilitate education. Policy and behavior-specific sanctions allow students to engage in a learning experience intended to keep them from entering the student conduct process in the future. There are varieties of sanctions that can be administered, but it is not an effective practice to simply give students a punitive sanction (Oswalt, Shutt, English & Little, 2007). Student affairs professionals have the opportunity to educate students through administering relevant sanctions while attempting to prevent student recidivism (Oswalt, Shutt, English & Little, 2007 & Stoner & Cerminara, 1990). Sanctions can range from fines to educational programs, all the way to expulsion (Fitch & Murry, 2001, Oswalt, Shutt, English & Little, 2007 & Stoner, 2000). More and more institutions are using fines as a way to repair damages related to negative student behavior (Fitch & Murry, 2001). Common educational programs consist of attending Alcoholics Anonymous or Narcotics Anonymous meetings and online teaching modules on various topics (Freeman, 2001 & Oswalt, Shutt, English & Little, 2007). The most serious of all student sanctions is expulsion (Stoner, 2000). Expulsion permanently removes a student from the college community, which means the student is unable to return in a formal capacity; thus, lowering the retention rates of the college. While the process of hearing cases and giving sanctions is considered standard for infractions like alcohol and drug use, do colleges do something different when students violate their sexual misconduct policy?

Given the increase in national attention towards college sexual misconduct cases, it is important to understand how those cases go through the conduct process, which ultimately could

impact student retention. While sexual misconduct is not a new phenomenon, the attention paid to it in recent years has increased. This was due large in part because colleges were instructed by the government to pay closer attention to sexual misconduct incidents via the Department of Education's Office of Civil Rights Dear College letter from 2011. Colleges were given a strong wake up call to ensure that their sexual misconduct policies followed what the government intended for the Title IX legislation of 1972 (Konradi, 2016 & Koss, Wilgus, and Williamsen, 2014). This legislation dictated that all educational institutions should treat men and women equally and give them the same access to educational programs. One of the most important facets of the 2011 OCR Dear Colleague letter was that it instructed colleges to put in writing what their responses will be to sexual misconduct cases and then subsequently follow those procedures (Konradi, 2016 & Koss, Wilgus, and Williamsen, 2014). The Office of Civil Rights allowed colleges to choose a number of ways to resolve sexual misconduct issues whether it be through Title IX offices, Student Conduct Offices or other types of hearing bodies (Konradi, 2016 & Koss, Wilgus, and Williamsen, 2014).

Colleges who use their Student Conduct Offices as the central body to investigate sexual misconduct cases seem to have a similar process for sexual misconduct and behavioral cases. Both types of cases begin with community members making a report to the Office of Student Conduct so that their personnel may begin the process (Koss, Wilgus, and Williamsen, 2014 & Price, 2008). Once a determination has been made that a policy violation may have occurred some type of investigation will take place to gather information (Koss, Wilgus, and Williamsen, 2014 & Stoner, 2000). Two common forms of inquiry are for students to have their cases determined through hearing boards or investigation teams (Fitch & Murry, 2001 & Konradi, 2016). Hearing boards can be made up of students, faculty and staff (Griffin & Salter, 1993 &

Konradi, 2016). These boards have information presented to them and will make a determination if they believe a violation or not had occurred (Konradi, 2016). Through investigations teams, a group of people will gather the facts and put together a report detailing what they believe to have happened (Cooper & Schwartz, 2007 & Konradi, 2016). These teams are generally made up of faculty and staff members (Konradi, 2016), excluding students. Then a separate panel or singular person will make the determination if a student is in violation or not of a policy (Konradi, 2016). If a student is found to be in violation some type of sanction will be given to them that will either educate them and/or apply some type of discipline (Koss, Wilgus, and Williamsen, 2014). This discipline could range from a warning to expulsion (Koss, Wilgus, and Williamsen, 2014 & Footer, 1996). To avoid students from being expelled colleges have begun looking into what types of students are at-risk of committing sexual misconduct violations to find ways to prevent them from happening.

Colleges may attempt to make students aware early on in their careers that sexual misconduct is defined as all non-consensual sex that members of a college community could engage in (Abbey, 2002). It is valuable to educate students in their first year because student's ideas and desires regarding sex evolve from high school to college (Lindgren, Schacht, Pantalone, Blayney & George, 2009). Most students reported wanting to be more sexually active now that they were in college (Lindgren, Schacht, Pantalone, Blayney & George, 2009). This inquisitive nature can cause younger students to want to try new things that they may have not experienced before. Sometimes its sex, other times its alcohol or drugs, and unfortunately, it could be a combination of these. A common denominator amongst college students involved in sexual misconduct cases was found to be alcohol (Abbey, 2002). In one study, alcohol played a factor in the likelihood that students would engage in sexual activity with heterosexual males

reporting that they would sometimes use alcohol as a way to bring the guard down of females they wanted to have sex with (Lindgren, Schacht, Pantalone, Blayney & George, 2009). This could be largely because first-year male college students may have misconceptions about sex and rape, which could lead to higher instances of sexual misconduct (Tatum & Foubert, 2009).

In response to the rise in sexual assaults that are occurring, colleges have started providing programming aimed at educating students on the dangerous relationship between alcohol and sexual assault (Abbey, 2002). With younger students being more receptive to learning about sexual misconduct, it is important to educate them about this topic as soon as they enter college (Abbey, 2002). It must also be noted that sexual misconduct training should be inclusive and far-reaching. Colleges have a duty to provide training that is not only suitable for heterosexual students but also for students in the Lesbian, Gay, Bi-sexual and Transgender community (Castillo, Muscarella & Szuchman, 2011). These types of diverse initiatives will ensure that all students, of different backgrounds and preferences, will have available educational programming to help them understand how to avoid and prevent sexual misconduct. The objective for college professionals then can be for finding ways to educate students within their purview.

Ideally, colleges will set up conduct systems that are focused on educating students (Gregory & Bennett, 2014 & Stoner, 2000). The goal throughout the process, preferably, is for students to become aware of policies, consequences of breaking those policies, and ways to avoid further violations. Students can be encouraged to develop by actively participating in the student conduct process (Dannells, 1997). A good example of this is that when students are found in violation of a college's drinking policy, and go through educational programs, these students often times reduce the amount they drink thereinafter (Merrill, Carey, Reid & Carey,

2013). When colleges have educational goals like this, it will help students learn how their actions led them to participate in the student conduct system. In turn, these students will also learn on how to avoid future violations and involvement with student conduct.

The nature of a student conduct program and its policies, procedures, and sanctions is just one part of the conduct system. Students demographical characteristics have been shown to be connected to involvement in the student conduct system. Males appear to violate policies and legal statutes more than females (Clark, 2014, Cooper & Schwartz, 2007 & Low, Williamson & Cottingham, 2004). Most student conduct systems are dominated with the college's youngest students (Dannells, 1997 & King, 2012). In Cooper & Schwartz's (2007) study over 60% of students involved in student conduct incidents were freshmen and sophomores. The frequency of first-year students that go through the conduct process makes them a key demographic to study. Is the conduct process an additional factor for first-year student attrition? How do first-year conduct students retention rates compare with other non-conduct students? Before those questions can be answered, student retention and attrition will be explored to see what themes are associated with these student populations.

2.2 STUDENT ATTRITION

Students are most in jeopardy of leaving college within their first two years of attendance (Watson, 2013) with more first-year students leaving college than second year students (Herzog, 2005). What then is the standard rate of student attrition nationally? Multiple studies have shown that first-year student attrition rates will vary from college to college (DeBerard, Spielmans & Julka, 2004, Delen, 2011 & Tinto, 1993). With such a contrast nationwide, it is imperative for

colleges to understand why students leave their particular institutions. Students can end their enrollment for numerous reasons, sometimes permanently, but other times only temporarily (Tinto, 1975). These reasons can be related to a specific context because students are dissatisfied with their overall experience, a lack of commitment to that college, (Bean, 1980) or because they are too social and do not focus enough on their academics (Delen, 2011 & Laskey & Hetzel, 2011). Students who have a hard time viewing college experiences positively, and are not connected to college activities are not as likely to return, as their peers are (Martin, 2015). Sometimes students leave college and it is for reasons outside of the college's sphere of influence (Polinsky, 2002). Students may not return because they have simply transferred to another institution (Karp & Logue, 2002) or because that college was not the right fit for them (Martin, 2015). Other times, students do not return due to financial, personal or family issues (Karp & Logue, 2002, Martin, 2015 & Polinsky, 2002). Understanding these reasons and themes related to student attrition will help practitioners recognize what types students are likely to leave.

Through different research, the following common themes have emerged showing that when students are not having a positive experience in these areas may be at risk of de-enrolling: academic performance, commitment to going to college, social integration, satisfaction with support services, social support, and personality and psychological adjustment (Davidson, Beck & Milligan, 2009, Demetriou & Schmitz-Sciborski, 2014, Porchea, Allen, Robbins & Phelps, 2010, Tinto, 1975 & Tinto, 1993). Other studies have found demographical information to be a central factor in retention (Demetriou & Schmitz-Sciborski, 2014, Porchea, Allen, Robbins & Phelps, 2010, Tinto, 1975, & Tinto, 1993). Understanding these indicators should assist college personnel in developing interventions and programs for at-risk students.

The gender of a student can be a factor as to whether they are retained. Two studies showed that men were less likely to be retained than women (Demetriou & Schmitz-Sciborski, 2014 & Laskey Hetzel, 2011) but their reasons for dropping out may differ (Bean, 1980). Women who withdraw typically are not committed to that particular college and are not connected socially (Bean, 1980). Women may also drop out because other responsibilities take priorities (Astin, 1984). The leading factor for men to drop out is a lack of academic engagement (Astin, 1984). The research has shown that each gender may be influenced by different reasons to withdraw from college. It is noteworthy to add that other retention related studies were inconclusive when it came to attrition and gender (Herzog, 2005 & Wohlgemuth, Whalen, Sullivan, Nading, Shelley & Wang, 2006). Therefore, gender may be a factor related to student attrition. Aside from gender, there are other demographic characteristics about students that are related to their attrition.

A student's race can play a part in the likelihood of them dropping out (Demetriou & Schmitz-Sciborski, 2014). Minorities have been shown to be in peril of withdrawing more than their non-minority peers (Wohlgemuth, Whalen, Sullivan, Nading, Shelley & Wang, 2006). To counter this, minority students can find social networks to connect to the college because there has been a positive correlation between social networks and their retention (Baker & Robnett, 2012). Latino students that are involved in co-curricular activities are more likely to stay enrolled (Baker & Robnett, 2012). Latino students with low GPA's are at susceptible for not being retained (Baker & Robnett, 2012). Latino students, on average, also work more off-campus, which would lead to lower retention rates (Astin, 1984 & Baker & Robnett, 2012). Asian students were found to feel connected to the college even without participating in student organizations; thus, their retention rates are not connected to social interactions (Baker &

Robnett, 2012). White students were more likely to come from families of high socio-economic status, which aids in their retention (Baker & Robnett, 2012). In one study, black students who did not have strong social supports had lower retention rates than their peers (Baker & Robnett, 2012). It would behoove college personnel to understand the unique cultural backgrounds of the students that they are serving. These demographical factors should be considered when considering the likelihood of a student being retained. Sometimes colleges are limited in what they are able to do because students may have to leave for financial reasons (Bean, 1980).

Demetriou & Schmitz-Sciborski (2014) and Porchea, Allen, Robbins & Phelps, (2010) found that students who had financial issues were less likely to be retained. These financial concerns are a major factor in whether a student will return to the second year (Herzog, 2005 & Mattern, Marini & Shaw, 2015). This could be because the students themselves have limited financial resources or the student's families lack the income and savings to support students (Delen, 2011, Polinsky, 2002 & Tinto, 1975) which in turn requires students to work more thus having less time to study and participate in college related activities (Polinsky, 2002). Getting students who need financial aid in their first year is a vital factor into the likelihood that they will be retained (Kreysa, 2006 & Wohlgemuth, Whalen, Sullivan, Nading, Shelley & Wang, 2006). This is because when colleges provide adequate financial aid packages to low income students it may limit the likelihood that those students will drop out (Baier, Markman & Pernice-Duca, 2016 & Demetriou & Schmitz-Sciborski, 2014). This financial security allows students to participate in the full college experience, which often times includes living on campus.

How does living on campus affect retention? Astin's (1984) research showed that students who live on campus are more likely to be retained that those who commute. When Schudde (2011) looked at first-year residential students, she indicated that living on campus

could be positively tied to students persisting to their second year. Therefore, campus' looking to increase their retention should look at ways to offer more first-year student housing (Schudde, 2011). This should not be the only thing to consider however. How far a student grew up from their college can be a factor in their attrition (Bean, 1980, Herzog, 2005 & Martin, 2015). With this being the circumstance, merely assuming residential students will be retained is misguided. Looking deeper into their background may show that students could be in danger of withdrawing even though they are living within the residence halls. Regardless of where students live, how they do in the classroom is one of the most significant factors related to their attrition (Delen, 2011).

Students' grades and academic performance can be attributed to their attrition (Astin, 1984, Bean, 1980 & DeBerard, Spielmans & Julka, 2004). Students that are not academically sound will sometimes leave college because they cannot meet the college's academic demands (Tinto, 1975 & Turner & Thompson, 2012). This can be ascribed to students coming to college with lower academic skills (DeBerard, Spielmans & Julka, 2004, Demetriou & Schmitz-Sciborski, 2014 & Porchea, Allen, Robbins & Phelps, 2010). When students do study and make positive progress towards a degree, they are more likely to be retained (Demetriou & Schmitz-Sciborski, 2014). Grade performance is a strong indicator of students' likelihood to drop out of college (Tinto, 1975). Students that did not return, on average, had a lower GPA and were not involved outside the classroom when compared to students that were retained (DeBerard, Spielmans & Julka, 2004 & Tinto, 1993). Furthermore, a first-year student's GPA is an essential predictor in retention (Davidson & Beck, 2006 & Herzog, 2005). Students who do poorly and miss their exams early on in their first year of college have a high frequency of withdrawing (Baars & Arnold, 2014). This type of academic underperformance is a factor as to why students

do not return to their second year (Mattern, Marini & Shaw, 2015). Students that do not make positive progress towards their degrees early on through these curricular activities tend not persist to graduation (Demetriou & Schmitz-Sciborski, 2014).

In addition to curricular activities, students that are not active in co-curricular activities are more likely to withdraw (Astin, 1984, Bean, 1980 & Demetriou & Schmitz-Sciborski, 2014). Students have the opportunity to join peer groups through co-curricular activities that aid in their retention (DeBerard, Spielmans & Julka, 2004 & Tinto, 1975). Astin (1984) had studied student retention and reported that students who are involved outside the classroom do better in their academics. Conversely, students that are not connected to the social fabric of a college appear to be more susceptible of dropping out (Astin, 1984 & Tinto, 1975). These students can even be integrated academically into a college but still withdraw if the healthy connections are not made with the campus community (Tinto, 1975). The research has shown that co-curricular involvement aids in student's persistence toward a degree.

Within this research context, there are two co-curricular activities that are tracked for retention purposes, students that participate in the honors program and athletics. Since these student groups will be included in this study, acting as a comparison for first-year conduct students that have dropped out, it is valuable to understand what retention themes are related to honors students and athletes. There was not an abundance of retention related research on first-year honors students. Keller and Lacy (2013) showed that first-year students that participated in honors programs were more likely to persist to graduation than their non-honors peers were. Given that prior research has shown how strong, academics play a central role in retention it is easy to understand why honors students would be retained at higher percentages than their peers (Bean, 1980 & Tinto, 1975). Colleges looking for ways to increase their enrollment then may

want to recruit more honors students (Slavin, Coladarci, & Pratt, 2008). Additionally, if honors students are shown to persist at a higher rate, in certain colleges, resources can be directed towards at-risk students who need additional help with their academics and may not be involved in positive communities like the honors program. The other student community within this study are student athletes.

Multiple studies have shown that athletic involvement was a strong factor in students persisting from their first to second year of college at the same institution (Leppel, 2005& Wohlgemuth, Whalen, Sullivan, Nading, Shelley & Wang, 2006). Student athletes report that they have a greater sense of social belonging to campus, which increases their likelihood of being, retained (Melendez, 2006). They may also get certain academic support systems that other students do not get which would aid in their retention (Melendez, 2006). This could be in the form of counselors and peer mentoring programs (Melendez, 2006). These co-curricular activities have shown to be positive indicators as to the likelihood of students being retained or not. There is one more activity that the research site tracks as a sub-group for retention purposes, provisionally accepted students.

Provisionally accepted students are those students coming into college that do not always meet the academic credentials required for full entry into college so they are put on a probation period to show that they can handle the rigor of college academics. Often times these students will participate in remedial education programs. These education programs are designed to specifically help the retention of first-year, at-risk students (Colton, Connor, Shultz & Easter, 1999). Students who went through the program were retained at a higher rate than similarly situated students who did not participate in the program (Colton, Connor, Shultz & Easter, 1999). One reason for this is that these programs are designed for at-risk students to help significantly

improve their GPA's (Dill, Gilbert, Hill, Minchew & Sempier, 2010 & Kreysa, 2006). The programs can require interventions that are focused on helping students overcome certain barriers that the students may perceive to be holding them back (Colton, Connor, Shultz & Easter, 1999). This will in turn help these students become more academically prepared thus impacting likelihood that they will be retained (Demetriou & Schmitz-Sciborski, 2014 & Kreysa, 2006). While affiliations to these programs show a positive correlation to retention these programs are specifically designed for provisionally accepted students. What can colleges do for students who are not categorized as provisionally accepted but need additional help?

Colleges have begun creating programs for students who are struggling in college and may drop out. Typically, these students had quality academic credentials in high school but may have difficulty with the transition to college, which is reflected in their poor academics. These students sometimes lack the motivation and belief that they can function in college making it so they are less likely to persist (Baars & Arnold, 2014 & Baier, Markman & Pernice-Duca, 2016). To ensure that these students do not withdraw special programs can be created for them.

For these programs to be effective, the assumption cannot be that broad retention tactics will work for all first-year students (Mattern, Marini & Shaw, 2015). To create targeted approaches colleges can develop initiatives to identify students who need help. One way to do this is by using early warning systems (Tampke, 2012). These systems can detect a multitude of indicators that are associated with students who are in jeopardy of dropping out (Baars & Arnold, 2014, Polinsky, 2002 & Tampke, 2012). Some of these indicators can be class attendance, difficulties in specific courses, decline in overall academics, not registering for classes, financial issues and health issues (Karp & Logue, 2002 & Tampke, 2012). Once those issues have been highlighted retention programs can be designed for specific populations because each group has

their own unique needs (Martin, 2015 & Mattern, Marini & Shaw, 2015). For example, students that have financial problems need to participate in financial budgeting workshops opposed to academically deficient students may need more tutoring courses (Mattern, Marini & Shaw, 2015). Assuming that all at-risk students need the same services as stated here is clearly not helpful.

Resources just do not have to be in the form of programmatic services however. Faculty and staff members can be vital assets for students. Administrators have the ability to help students recognize purpose in their lives, which can act as a tool that they can use to be successful in life and in college (DeWitz, Woolsey & Walsh, 2009). These types of conversations can teach students about navigating college help and what positive social programs to get involved with (Karp & Logue, 2002 & Martin, 2015). Employees can also identify students who may be at-risk and help them connect with the necessary campus resources (Polinsky, 2002 & Turner & Thompson, 2012). Having a student first mentality can be a campus wide focus whose goal is to increase student satisfaction and retention (Polinsky, 2002). This in turn can assist students with their social and academic struggles helping them to avoid involvement with dangerous substances (Martin, 2015 & Watson, 2013).

Students may use alcohol and drugs in social settings to manage not fitting in (Abar & Maggs, 2010, Bates, Accordino & Hewes, 2010 & Low, Williamson & Cottingham, 2004). Of all class years, first-year students typically use drugs and alcohol the most (Friedman & Humphrey, 1985, LaBrie, Tawalbeh & Earleywine, 2006 & Simons, Klichine, Lantz, Ascolese, Deihl, Schatz, & Wright, L., 2005). These trends not only put students in physical danger but also in peril with their college. There is a correlation between heavy drinking, marijuana use and student attrition (Liguori & Lonbaken, 2015, Martinez, Sher & Wood, 2008 & Phillips, Phillips,

Lalonde & Tormohlen, 2015). With first-year students struggling to connect socially (Martin, 2015), alcohol and drug use could be a factor in their attrition because students are using these substances to make friends (Abar & Maggs, 2010 & Bates, Accordino & Hewes, 2010). These social factors could be the cause of schools having to deal with an abundance of alcohol and drug violations (Cooper & Schwartz, 2007, King, 2012 & Stoner, 2000). To prevent students from dropping out of college because they use alcohol and drugs, research on these substances will be delved into to understand the reasons and affects they have on the students who use them.

2.3 ALCOHOL & DRUG USE

Two of the most common drugs used by college-age students are alcohol and marijuana (Gaher, Correia, Hansen & Christopher, 2005). Aside from any health related concerns that there are by using these substances, alcohol and marijuana use by college students have both legal and academic complications associated with them (Gold & Nguyen, 2009). Cultural norms, gender, and race all are key aspects related to students' drinking habits (Friedman & Humphrey, 1985). All of these factors could lead students to withdrawing from school. By understanding alcohol and drug use trends, student affairs professionals could develop a robust profile of at-risk students that could assist in prevention programming associated with attrition.

Both college drinking and marijuana use have been on the rise in the past thirty years. A study conducted in the 1980's showed that alcohol abuse was a major problem on college campuses and was continuing to increase (Walfish, Wentz, Benzing, Brennan & Champ, 1981). The percentage of college students using marijuana has risen from the early 1990's to the early 2000's (Mohler-Kuo, Lee & Wechsler, 2003). In 2001, almost 50% of college students in one

study reported using marijuana at least once in their lifetimes (Mohler-Kuo, Lee & Wechsler, 2003). In that same study, 30% of college students reported using marijuana in the past year (Mohler-Kuo, Lee & Wechsler, 2003). In a different study, around 45% of students had used marijuana in the past 30 days (Gold & Nguyen, 2009). When looking at alcohol use in the 20th century, Zimmerman (2013) and Doumas, Workman, Smith & Navarro (2010) both reported that college students drinking were at record levels in the early 2010's. The use of both of these substances appears to be steadily increasing through the years. College administrators cannot assume that this issue is going away because that has not been the trend over the past three decades. Understanding how these substances are used together and separately will be a valuable tool in preventing students from abusing them.

Students that use alcohol are more likely to use marijuana than students that do not drink alcohol (Suerken, Reboussin, Sutfin, Wagoner, Spangler & Wolfson, 2014). Almost every participant in one study that used marijuana also drank alcohol (Gaher, Correia, Hansen & Christopher, 2005). The frequency of use between these two drugs differs, however. As opposed to alcohol consumption, college students tend to use marijuana more on a daily basis (Gold & Nguyen, 2009). It has been reported that students use marijuana and alcohol as coping tools, which often leads to substance-related problems (Gaher, Correia, Hansen & Christopher, 2005). Studying how substance-related problems are connected to the student conduct process could result in the increase of retained students as alcohol and drug policy violations are some of the most common entries into the conduct system. Given the prior research regarding first-year students going through the conduct system at high frequencies, what is the relationship between a student's class year and substance use?

First-year students tend to use alcohol and drugs at a higher level than other years of college (Boekeloo, Novik & Bush, 2013, Friedman & Humphrey, 1985, LaBrie, Tawalbeh & Earleywine, 2006, Liguori & Lonbaken, 2015, Simons, L., Klichine, S., Lantz, V., Ascolese, L., & al, e., 2005 & Thompson & Richardson, 2008). One reason for this is that incoming students may believe that drinking alcohol and drug use is a rite of passage when attending college. Multiple studies have shown that students believed that their peers drank alcohol more than they did (Doumas, McKinley, & Book, 2008 & Gold & Nguyen, 2009). Other studies have shown that students believed their friends are using marijuana more frequently than they actually did (Elliott, Carey & Vanable, 2014, Gold & Nguyen, 2009 & Neighbors, Geisner & Lee, 2008). These social pressures both perceived and real, influenced college students' decisions to use alcohol and drugs (Bates, Accordino & Hewes, 2010, Elliott, Carey & Vanable, 2014, Friedman & Humphrey, 1985 & Neighbors, Geisner & Lee, 2008, Suerken, Reboussin, Sutfin, Wagoner, Spangler & Wolfson, 2014). The belief that everyone was using these substances appeared to play a role in first-year student's use (Hummer, LaBrie & Pedersen, 2012). College administrators will need to influence the social environments of their colleges to better counteract these preconceived notions. They also cannot assume that men and women within those social environments are using alcohol and drugs similarly.

Understanding the differences between the way that each gender uses alcohol and drugs in college can be a key component of building an at-risk student profile. These two groups have different motivations and pitfalls associated with drinking and doing drugs (Gold & Nguyen, 2009, Piombo & Piles, 1996 & Suerken, Reboussin, Sutfin, Wagoner, Spangler & Wolfson, 2014). Men appear to drink more alcohol, more frequently than women do (Fourneir, Hall, Ricke & Storey, 2013, Friedman & Humphrey, 1985, Liguori & Lonbaken, 2015, Park, 1967, Piombo

& Piles, 1996, Rosenbluth, Nathan & Lawson, 1978, & Walfish, Wentz, Benzing, Brennan & Champ, 1981). Younger white female students tend to drink more than their older female peers do (Friedman & Humphrey, 1985). College men also typically use marijuana more than women (Gaher, Correia, Hansen & Christopher, 2005 & Neighbors, Geisner & Lee, 2008). Not only do men use more frequently than women, but do so in stronger doses per use for both alcohol and marijuana (Elliott, Carey & Vanable, 2014, Piombo & Piles, 1996 & Walfish, Wentz, Benzing, Brennan & Champ, 1981 & Weitzman & Kawachi, 2000). Male consumption patterns may show that these students are more likely to end up in the conduct process. Higher conduct participation numbers could be connected with higher rates of attrition after participation in the conduct process.

Aside from gender, cultural and racial backgrounds of students are another factor investigated for this profile. Student's racial and cultural upbringings could influence their use of alcohol and drugs. One study showed that the average profile of a college male that drinks was as follows: white, from a higher socio-economic family, drinks excessively and has a better attitude toward drinking experiences (Friedman & Humphrey, 1985, LaBrie, Tawalbeh & Earleywine, 2006). White males are also more likely to use marijuana as college students (Suerken, Reboussin, Sutfin, Wagoner, Spangler & Wolfson, 2014). While white males appeared to be more open to using alcohol and drugs in these studies, further research will have to be conducted to see what other cultural and racial backgrounds influence students' alcohol and drug consumption behaviors. Given what has been presented thus far there seems to be many connections between students that use alcohol and drugs and the likelihood of their attrition.

The research shows that there are strong correlations between a student's drinking, drug habits and whether they will be retained (Liguori & Lonbaken, 2015, Martinez, Sher & Wood,

2008 & Phillips, Phillips, Lalonde & Tormohlen, 2015) however, there might be other factors that also play a role in retention. First-year male drinkers were two times less likely to enroll in their second year than first-year male non-drinkers do (Liguori & Lonbaken, 2015). Another study showed that first-year college students that were arrested for DUI's had an attrition rate of 47% (Thompson & Richardson, 2008). Students that were arrested for DUI's had a 34% attrition rate the following year (Thompson & Richardson, 2008). These attrition rates could be connected large in part to the negative affects students experience for alcohol and drug use (LaBrie, Tawalbeh & Earleywine, 2006 & Neighbors, Geisner & Lee, 2008). One of those adverse effects are lower grades by students who use alcohol and drugs (Bates, Accordino & Hewes, 2010, DeBerard, Spielmans & Julka, 2004, Palmer, McMahon, Moreggi, Rounsaville & Ball, 2012 & Phillips, Phillips, Lalonde & Tormohlen, 2015). There may be other factors associated with students' attrition rates, but alcohol and drugs seem to play a role.

2.4 CONCLUSION

The literature provided information regarding student conduct, alcohol/drugs and retention. Through this literature review, it may be possible to see how each of these topics could play a factor in a student's attrition if they go through the conduct process. When looking at each of these areas different trends and ideas emerge from the literature.

Student conduct is one of the few areas within a college that has the ability to remove students from campus. This can be enforced by the policies and procedures that conduct offices oversee. The policies are generally centered on what student behaviors the college finds unacceptable. When a student is believed to have violated such policies, they may go through the

conduct process to resolve this issue. Once the student has attended the conduct meeting, a sanction could be given if the student is found to be in violation. Depending on the severity of the violation, suspension or expulsion could be the sanction given. Each of these sanctions would result in the student being temporarily or permanently separated from the college. The policies and procedures of the conduct office are just one way in which the student conduct process could affect the retention of students. Further research will have to be conducted to see if other student-related factors could be used to create a student profile to alert colleges if a student is in jeopardy of dropping out. With the brevity of student conduct articles, future researchers should focus their literature reviews on articles related the types of students that go through the conduct process. This targeted approach will assist in the building of an at-risk student profile because they can learn about these students more specifically.

When researching what the most typical student conduct violations, are the literature revealed that alcohol and drug use are at the top of the list. Since these violations are a common entry into the conduct process, it is valuable to understand their impact on students' lives. The literature has shown that students who use these substances can have problems that affect their lives both on and off campus. Certain demographical information played a factor into the likelihood of whether a student would use alcohol and drugs. These factors will be used as a baseline for further research to see if the same demographical information can create a profile of students that are vulnerable to withdrawing.

The attrition of students who use alcohol and drugs may be more prevalent than students who do not use these substances (Martinez, Sher & Wood, 2008). This link provides a rationale for researching the complexities of student attrition. The literature provided examples besides alcohol and drugs for reasons as to why students are not retained. Some of these factors are based

off their academic performance, commitment to going to college, social integration, satisfaction with support services, social support, and personality and psychological adjustment (Davidson, Beck & Milligan, 2009, Demetriou & Schmitz-Sciborski, 2014, Porchea, Allen, Robbins & Phelps, 2010, Tinto, 1975 & Tinto, 1993). Further research will have to be conducted to see how these factors relate to students who drop out that go through the conduct process. If a correlation exists these factors would play a key role into creating an at-risk student profile.

This research is intended to provide professionals with some tools to assist in the retention of their at-risk students. Colleges can do numerous things with students that go through the conduct process to assist with their retention. They can encourage students to get involved in their campus communities because there is a correlation between their involvement and retention (Tinto, 1993). College counselors can help students create skills and coping mechanisms that aid in their ability to persist in college (Watson, 2013). Retention-oriented initiatives for freshmen show a positive correlation for their retention to sophomore year (Turner & Thompson, 2012). Academic support services should be offered because they help in the retention of students (Laskey Hetzel, 2011). Many positive programs and initiatives can be developed and sponsored to help retain students. This at-risk student profile intends to be another one of the services that colleges can implement to assist in the retention of students.

2.5 EMERGING QUESTIONS FROM THE LITERATURE

From this literature review, three research questions have been identified for the Dissertation in Practice. These three research questions focus on student conduct, student attrition and alcohol

and drug use. Answering these questions will assist in building knowledge that is useful to studying this problem of practice further.

The first research question addresses if first-year students that go through conduct process drop out at a higher percentage than their peers and other subgroups. Could students who merely meet with the Office of Student Conduct be in danger of withdrawing from college? Is participation in the conduct process a significant factor in retention or not related at all? By researching the retention rates of various groups of students it will provide data to see if there is a connection between student conduct and first-year students dropping out.

Secondly, are there any themes that are connected to students that participate in the conduct process and then subsequently withdraw? This research will look at demographical information collected by the research site, retention and conduct related qualitative data to see what themes emerge. If certain themes emerge, they can be used in future conduct cases of first-year students to identify them as potentially being at risk of dropping out.

The third research question examines if students who are found in violation of alcohol and drug policies more susceptible to attrition. Since there are other policies that students violate, is it possible that alcohol and drugs do not play a factor in students that withdraw after participating in the conduct process? If alcohol and drugs are the main factor this would assist conduct professionals in creating interventions for students who are found in violation of these policies and believed to be in jeopardy of not being retained.

3.0 APPLIED INQUIRY PLAN

3.1 INTRODUCTION

This chapter overviews the applied inquiry plan used to analyze the data in this study. It begins with a brief description of why students who went through the conduct process and dropout were chosen as the problem of practice. The study's three inquiry questions were described to frame what the study intended to research. Using case study as research design was then overviewed to explain why it was selected. A description of the inquiry setting then summarized the context in which the research was conducted. A segment on the population synopsized first time, first-year student's inclusion in this study. The next section consisted of the research procedures within the study. How the data was processed and analyzed was reviewed next. A listing of the independent and dependent variables were subsequently listed. The ethical considerations of this study were presented to show what protections were taken for the students within this study. Finally, the limitations of this study were included so that follow up studies could account for them in future research.

3.2 PROBLEM OF PRACTICE

This study researched first time, first-year students at a mid-sized private college who had gone through the conduct process. First time, first-year students were selected due to the research site and literature identifying them as being an at-risk population for dropping out. Conduct students specifically were selected because there was a gap in the literature regarding the retention of students that have gone through the conduct process. Academic data from the Offices' of Institutional Research and Student Conduct were studied to see if any trends emerged. Based on what trends emerge, professionals will be able to intervene with students who pose a risk of dropping out, thus assisting in their retention. Below is a listing of inquiry questions that were used to study this topic further.

3.3 INQUIRY QUESTIONS

1. How do the attrition rates of first-year students compare to that of the attrition rates of first-year conduct students and the attrition rates of other first-year student sub groups?

This question seeks to research if the attrition rates of first-year conduct students differ from other populations of students within the University. The populations that will be compared to conduct students will be the general population of first-year students, first-year athletes, first-year honors students and first-year Smart Start (provisionally accepted) students. These sub groups (athletes, honors & Smart Start) were chosen because the University had already collected data on them as special subsets to the general population. If there is a large gap between any of the populations of first-year students and that of students that go through the

conduct process, special attention can be paid to students that appear to be at risk of dropping out.

2. Are there certain characteristics associated with first-year students that go through the conduct process and drop out?

This question seeks to research if there are any distinguishing characteristics of students that go through the conduct process and drop out. This group will be compared to first-year conduct students who were retained to see what differences there are, if any. Descriptive data such as academic department, housing status, race, gender, GPA and age will be researched. Conduct data including meeting type (conduct meeting vs. warning letter), findings (in violation, not in violation and warning letters), and sanction completion will be researched. Qualitative data including conduct-meeting notes, retention database notes and exit interviews will be analyzed. If patterns and themes are found amongst this population of students it could be used by conduct professionals to refer certain students to internal retention specialists.

3. Is being found in violation for alcohol and/or drugs a significant characteristic of first-year students that drop out?

This question seeks to research if alcohol and drug violations are a characteristic of first-year students that drop out. The literature has shown that risky behaviors such as alcohol and drug use are linked to student attrition (Liguori & Lonbaken, 2015, Martinez, Sher & Wood, 2008 & Phillips, Phillips, Lalonde & Tormohlen, 2015), so this question seeks to confirm that. If certain policy violations, like alcohol or drugs, are consistently linked to students that drop out, specific interventions can be developed.

3.4 RESEARCH DESIGN

Since there has been little to no research conducted on students that have gone through the conduct process and dropped out, this study intends to broadly explore the topic to see if any data related to this student population is significant. To accomplish this the case study method was chosen to allow the researcher to use mixed methods within a specific context for this study. By collecting qualitative and quantitative data, a broad scope of information will be analyzed. Yin (2014) stated that case studies are used to research phenomenon within a specific context allowing the researcher to better understand how certain factors relate to the phenomenon studied. Since this topic is intended to be exploratory in nature, a single research site was chosen to study this phenomenon. By studying this problem of practice within a singular setting, it will allow the researcher to gather information that could inform future research at multiple research sites.

3.5 INQUIRY SETTING

The research site for this case study will be at Point Park University; a medium size, four-year private university set in an urban environment that admits roughly 75% of its applicants (Point Park University, 2016). From Fall 2014 to Fall 2015 73% of first time, full-time students persisted (Point Park University, 2016). A little over half of its student population is full-time undergraduate students, with the rest of the student population being made up of part-time, graduate and terminal degree students (Point Park University, 2016). Of the full-time students,

roughly one-fourth live on campus (Point Park University, 2016). Its budget is primarily driven by tuition dollars; thus, making the retention of its students very valuable.

The University, located in Pennsylvania, is open to trying new retention methods because it understands that the number of high school seniors graduating in the years to come is dwindling in the northeast (Kiley, 2013). If these students are not retained, there will be fewer students to replace them. This University wants to be purposeful in how it retains students so that its budget can remain stable. With retention being a major initiative, each department has a vital role to play in student enrollment.

There are some constraints associated with conducting research in conjunction with the Office of Student Conduct. For the past four years, the Director of this office had tried to interact with students that have participated in the conduct process with little success. Surveys have been sent out, focus groups and interviews have been organized, and only one student was willing to participate. Interacting directly with students who have participated in the process, and/or have dropped out from the University, may be difficult given this Office's history maintaining contact with this population.

3.6 POPULATION

The population for this study is first time, full-time undergraduate students at Point Park University who are over the age of eighteen. First time, full-time undergraduate students were chosen for this study because the Office of Institutional Research collects retention data on this student population each year and can verify when students were not retained into their second year. Students having gone through the conduct process were included in this study to see if they

were an at-risk population of dropping out. The complete sample size of the desired population was included in this study. Seventeen-year-old students were removed from this study at the recommendation of the committee chair due to the sensitivity of dealing with information associated with minors. Once these minors were subtracted, it left the study with 1,146 first time, full-time students. Of those students, 137 went through the conduct process.

3.7 STAKEHOLDERS

The direct stakeholders for this problem of practice are first-year students that went through the conduct process. There has not been any research at this inquiry site studying first-year students that went through the conduct process to see if they were at a higher risk of dropping out than their peers were. Staff members who work in student conduct typically interact with first and second year undergraduate students that live within the residence halls. Not much else was known about these students. The research intended to study what themes were associated with this student population within their descriptive data, conduct files, retention notes and exit interviews.

Aside from students being stakeholders in this research, the entire college community: from faculty, staff, and students to the administration are indirectly affected by the retention of students. Since this is a tuition-dependent institution, each student in attendance affects the yearly operating budget. Whenever students drop out, the bottom line is directly affected. Just a handful of students being retained from one semester to the next can change how the college spends its finances. Fewer students mean fewer dollars. Fewer dollars can influence employment, staffing, marketing, programming, and every other area of funding for a college.

3.8 INQUIRY APPROACH

The data were collected from the Offices' of Institutional Research and Student Conduct. The Office of Institutional Research provided this study with exit interviews, retention reports and notes for all first time, first-year students from the 2014-2015 and 2015-2016 academic years. The Office of Student Conduct provided conduct reports and notes for all first time, first-year students from the 2014-2015 and 2015-2016 academic years that participated in the conduct process. These reports contained academic information collected by these offices as a part of their normal operations. These academic data were analyzed much like secondary data in this study because the original use of this data were intended for business use not academic research. Once gathered they provided a wealth of information that could be analyzed.

The exit interviews used in this study are used by the Office of Institutional Research to gather information from students that have left the university. These exit interviews are paper based surveys given to students who express the desire to leave the University. Students are not required to fill them out. The following information is listed within the exit interview; personal/family issues, medical/health issues, did not enjoy urban campus, military, quality of instruction, quality of advising, academic difficulty, financial difficulty, courses were not challenging, university does not offer intended major and other. See Appendix A for an example of a blank exit interview.

The retention reports used in this study are used by the Office of Institutional Research in the University's yearly Fact Book. This information helps the University track its students on a yearly basis to show how the current year's students compare to previous years. Within the report the following information was used; student ID number, first and last name, gender, race, major, honors involvement, athletic involvement, Smart Start (provisionally accepted students)

involvement, GPA, age, residential status, and their retention status. This information was selected based on the literature reviewed as well as characteristics that could be easily identified by student conduct professionals.

The retention notes in this study are used by the Office of Institutional Research to track students that are believed to be at-risk. These notes are divided into two categories, early alerts and interventions. Early alerts are concerns employees have based on their interactions with students. Interventions can be categorized as actions taken by employees to assist a student with an issue or a problem. Faculty and staff members within the University have the ability to login to an online retention software package that tracks these notes. The following early alert and intervention categories are selected by the employees inputting the note: academic – attendance, academic - general or multiple concerns, academic – grades, academic - missing assignments, complete withdrawal (CW) form request, financial, financial - aid concern, financial - payment/account, indicated intent/desire to withdr/transf/not return, leave of absence (LOA) requested, medical, personal/other, reg(istration) outreach - academic issue, reg(istration) outreach - dissatisfaction issue, reg(istration) outreach - financial issue, reg(istration) Outreach - personal issue, reg(istration) outreach - student not returning next semester, reg(istration) status - change. Notified PPU not returning, reg(istration) status - dismissal (DS), student conduct, student or residence life, support plan - CSS/probation/appeal (ongoing).

The student conduct reports in this study are used by the Office of Student Conduct to show each semester how many students went through the conduct process and catalog descriptive data associated with them. Students that were identified as first time, full-time students were included. The following information was gathered from their conduct files; types of student conduct interactions (at least one conduct meeting v. only warning letters), types of

policy violations (alcohol & drugs v. all others), and completeness of sanctions (all sanctions were complete v. at least one sanctions that was incomplete).

The student conduct notes in this study are a part of each student's conduct file. After each interaction with the Office of Student Conduct, they either receive a warning letter or participate in a meeting. If a student had a meeting with a conduct professional that professional then records their interaction about the meeting within the student's file. This record documents what information was presented in the meeting, how believable the professional felt the student was and the rationale for why the professional made the decision that he or she made. These notes are useful because they can be referenced in future conduct cases if the student is in a related incident. As a part of this research, these notes were reviewed and evaluated for reoccurring themes.

3.9 DATA PROCESSING AND ANALYSIS

The goal of the data analysis was to identify student characteristics and behaviors that have a significant association with the dropout rate. For nominal data, each identified characteristic or behavior was compared to a control group in a 2 x 2 contingency table. The change in associated dropout risk was quantified performing a risk ratio test from the data within the contingency table. The statistical significance of the resulting risk ratio was determined using a chi-squared test of association. A two tailed significance of $P = 0.1$ has been chosen for these analyses.

Mixed methods were used in the data processing and analysis. For the quantitative portion of this analysis, most of the data gathered were in categories of two thus making it nominal (Gay, Airasian & Mills, 2003), with the exception of GPA and age. For all nominal

data, the Chi Squared Test for Independence and Relative Risk Ratio tests were used to establish statistical significance. For GPA and age, T-Tests were used to test for significance (Gay, Airasian & Mills, 2003). For the qualitative portion of this analysis, retention and conduct notes were reviewed to see what themes emerged. Once these themes were identified, they were put into categories. Those categories were then treated as nominal data and put through Chi Squared Test for Independence and Relative Risk Ratio tests to establish statistical significance.

Given the limited nature of analysis that is able to be conducted on nominal data there were few tests to use to see if the data was significant. Chi Squared Test for Independence was chosen because it is used for nominal data in which two variables are being tested for independence of each other (Mertens, 1998). In this study, the data were divided into groups such as conduct students vs. non-conduct students to see if those variables were independent of each other. A null hypothesis was written for each data set to ascertain if the null hypothesis was accepted or rejected. This was done by selecting a probability value, also known as a P-value. The P-value was set at .10 for this study. A .10 P-value was chosen because there is such variability in the reasons as to why students drop out of college and the researcher wanted as much flexibility while testing for significance. While the Test for Independence is helpful in determining some level of significance it does not differentiate between what variables are significant (Bluman, 2010). To distinguish the significance between variables a second test was used called a Relative Risk Ratio test.

Relative Risk Ratio test was chosen because it can show whether the difference between two variables was significant by giving a percentage (Ford, 2016). For example, the study has shown that the percentage of conduct students that dropped out was at 35.8% compared to 23% of students who dropped out but did not go through the conduct process. This 12.8% difference

was significant based on Relative Risk Ratio test performed. This ratio then gives professionals valuable information to communicate the significance in the difference of the rates.

For the Test for Independence and Risk Ratio to be used properly, students could not be counted in the same category twice. For example, when analyzing the number of students that completed their sanctions the same student could not be in the completed sanctions and not completed sanctions categories at the same time if they had multiple cases. To ensure that this did not happen students had to be categorized as completing all of their sanctions, not completing all of their sanctions, or not applicable for students that received warning letters or were found not in violation. By creating these three categories it allowed for all 137 conduct students to be placed in a singular category. This categorization was applied to each table of data that was analyzed. See Appendix B for a visualization of these categories.

There were three sections of data that needed to be analyzed qualitatively: retention notes, conduct notes and exit interviews. Unfortunately, there were only a small number of first time, full-time students who filled out exit interviews. None of the students that had gone through the conduct process filled out exit interviews, so none were included in this study. The retention notes and conduct notes however had plenty of data to be analyzed.

There were 6,982 retention notes in the system that had to be reviewed and categorized. These notes were divided into two sections, Early Alerts and Interventions. While reviewing these retention notes it became evident that the employees improperly labeled their notes in both sections. For example, they sometimes labeled their note as an academic issue when it should have been an attendance issue or that an issue was an early alert when it should have been an intervention. To resolve this, the researcher went through and recoded each of the notes into new categories. This process took four iterations of coding and recoding to ensure that each note was

in its proper category. By doing this, it consolidated the number of original categories into new ones.

The following are the early alert categories that were created after an analysis of the data: academic notes, assorted notes, attendance notes, class withdrawal alerts, complete withdrawal notes, financial notes, hold notes, multiple holds, leave of absence notes, medical notes, not returning notes, not returning assorted notes, personal assorted notes and transfer single notes. Early alerts are designed to make a staff member aware that a particular student is having an issue in one of the listed categories. Academic notes can be defined as any note regarding a student's grades, poor performance in class, class registration, missing assignments, etc. Assorted notes can be defined as any note that contained multiple categories, i.e. academic note and medical note. Attendance notes can be defined as any note that contained students coming to class late or missing class. Class withdrawal alert can be defined as any note that contained records of a student wanting to or thinking about unregistering for a class. Complete withdrawal notes can be defined as notes that contained students wanting to or thinking about leaving the University. Financial notes can be defined as any notes that contained students who had financial issues that were affecting their status as a student. Hold notes can be defined as notes that contained students who had one hold on their student account. These holds could have been academic, from the business office or from student affairs. Multiple holds can be defined as notes that contained multiple holds, i.e. an academic and business hold. Leave of absence notes can be defined as notes that contained students who wanted the leave of absence request form. Medical Notes can be defined as notes that contained students who had some type of medical issue that semester. Not returning notes can be defined as any notes that contained reasons as to why students wanted to potentially leave the University. Not returning assorted notes can be

defined as any notes that contained a student's reason for leaving and an issue from another category, i.e. a medical note. Personal assorted notes can be defined as notes that contained private issues of students that did not fit any other category. Transfer notes can be defined as notes that contained students who were thinking about or planning to transfer to another college.

The following are the intervention categories that were created after an analysis of the data: administrative notes, assorted outreach, academic conversation, attendance conversation, assorted conversations, general conversations, financial conversations, academic related emails, attendance related emails, assorted emails, finance related emails, general emails, signs of positive improvement, signs of poor improvement, support services notes and voicemail/no answer assorted notes. Intervention notes are defined as any note where a faculty or staff member had a direct interaction with a student regarding an issue. Administrative notes can be defined as notes that contained correspondence between faculty and/or staff members about students where an intervention needed to take place. Assorted outreach can be defined as notes that contained multiple categories, i.e. attendance related emails and attendance conversations. Academic conversations can be defined as notes that contained documentation of faculty and/or staff members speaking to students about academic issues such as grades, performance, missed assignments, etc. Attendance conversations can be defined as notes that contained documentation of faculty and/or staff members speaking to students about attendance issues such as coming to class late or missing class. Assorted conversations can be defined as notes that contained documentation of faculty and/or staff members speaking to students about multiple categories, i.e. academic and attendance conversations. General conversations can be defined as notes that contained documentation of faculty and/or staff members speaking to students but no real detail as to their conversations. Financial conversations can be defined as notes that contained

documentation of faculty and/or staff members speaking to students about their student bills, financial aid and other related financial issues. Academic related emails can be defined as notes that contained documentation of faculty and/or staff members emailing students about grades, performance, missed assignments, etc. Assorted emails can be defined as notes that contained documentation of faculty and/or staff members emailing students about multiple categories, i.e. attendance related emails and academic related emails. Financial related emails can be defined as notes that contained documentation of faculty and/or staff members emailing students about their student bills, financial aid and other related financial issues. General emails can be defined as notes that contained documentation of faculty and/or staff members emailing students but no real detail as to their correspondence. Signs of positive improvement can be defined as notes that contained documentation of faculty and/or staff interacting with students and the students improving because of those interactions. Signs of poor improvement can be defined as notes that contained documentation of faculty and/or staff interacting with students and the students regressing in the aforementioned topic. Support services notes can be defined as notes that contained documentation of faculty and/or staff members recommending students to one of the support services on campus. Voicemail and/or no answer assorted notes can be defined as notes that contained documentation of faculty and/or staff members trying to reach out to students with no response from the student.

Student conduct file notes were reviewed from each student meeting. The following themes arose from the analysis of these notes; students that admitted to their offense and were found in violation, students that denied their offense and were found in violation, students that were found not in violation of their offense, students that did not attend their meeting and were found in violation. Students that admitted to their offense took responsibility for their actions

within the incident, which led the conduct professional to find the student in violation of at least one policy they were charged for. Students that denied their offense did not take responsibility for their actions and the conduct professional found that student in violation of at least one of the policies that they were charged for. Students that were found not in violation were scenarios where a conduct professional cleared the students of all policies they were charged with. Students that did not attend their meetings and were found in violation due to the fact that they were not able to present any other information that seemed more likely than not to counter the original incident report.

3.10 VARIABLES

The following are the variables defined in this study. The independent variables in this study are students that were retained and not returned. The dependent variables in this study are students that have and have not gone through the conduct process, students that were and were not honors students, students that were and were not athletes, students that were and were not smart start students (provisionally accepted students), students' age, students' major, students' gender, students' race, students' residential status, students' GPA, conduct type (conduct meeting v. warning letter), meeting outcome (accepted offense, denied offense, did not attend meeting, not in violation, & warning letter), conduct outcome (in violation, not in violation & warning letter), sanction outcome (completed sanctions v. incomplete sanctions), retention notes (early alerts v. no early alerts & intervention notes v. no intervention notes), early alert retention categories (conduct v. general population; academic notes, assorted notes, attendance notes, class withdrawal alerts, complete withdrawal notes, financial notes, hold notes, multiple holds, leave

of absence notes, medical notes, not returning notes, not returning assorted notes, personal assorted notes and transfer single notes), intervention retention categories (conduct v. general population; administrative notes, assorted outreach, academic conversation, attendance conversation, assorted conversations, general conversations, financial conversations, academic related emails, attendance related emails, assorted emails, finance related emails, general emails, signs of positive improvement, signs of poor improvement, support services notes and voicemail/no answer assorted notes), policy violation charges (alcohol, drug, alcohol & drug, not applicable).

3.11 ETHICAL CONSIDERATIONS

This study used academic data as its sole source of data once approved by the Institutional Review Board. After the data was gathered and the research subjects were properly categorized, their names were removed from this study so no identifiable information would be connected to them. The researcher then coded the student data with unique identifiers so that the student data would match up from the different data sources. The student identifiers were matched with the corresponding student data. This allowed the researcher to link different data sets throughout the study to see if frequencies within the results of the data showed statistical significance.

From that point forward in the study, students were only able to be identified by their unique identifiers to ensure that no bias took place throughout the study and student information was kept private. This was done within an excel document. All data was then analyzed and coded at the research site solely by the researcher. This ensured that no sensitive student information would leave the research site. All information was saved digitally on a secured network drive at

the research site by the researcher. The researcher was the only person who had access to the data and was the one who applied the coding. Once the coding was completed, the data analysis took place with the non-identifiable data. This ensured that no risk or harm would be transferred to the research subjects.

All original data was in digital form and stayed at the research site to ensure that all identifiable information was kept on a secure network drive that only the researcher had password access to. The coded data was saved on an encrypted USB drive that was password protected. When the USB drive was not being used it was locked in a desk drawer at the research site within an office that stayed locked. Files with student identifier linkage codes were saved on an encrypted USB drive and stayed locked in a desk drawer at the research site with only the researcher having access to the key. This USB drive also had a password on it so that only the researcher could access the data.

The identifiable data was stored at Point Park University on a network drive that was password protected and only the researcher had access to it. Linkage codes of student information that were identifiable were saved on an encrypted USB drive that was password protected. No other data was saved on this USB drive. When this drive was not in use it was locked in a filing cabinet away from all other data. The coded data was saved on an encrypted USB drive that only the researcher had the passwords to. Whenever the coded USB drive was not being in use it was locked in a desk drawer in an office at the research site that only the researcher had access to.

Once the required data retention period has ended, the original data will be wiped from the network drive so all identifiable information will be permanently deleted. The only

information that will remain is the coded data. The researcher will keep this data in case it is needed for future, follow up studies.

3.12 LIMITATIONS

As is the case with any research, there are certain limitations associated with this study. Having conducted the study at one site limits the broad applicability of the research findings. A follow up study at multiple sites could confirm the findings of this study and make its result relevant to other campuses. Only looking at two academic years' worth of data also poses another limitation. Including additional academic years into the study would allow there to be better validation due to the increase in sample size. Since this study was, only first-year students the results may not be applicable to all class years. Other class years may have additional retention concerns that this study will not be able to assist professionals looking to retain second, third and fourth year students. Excluding seventeen-year-old students could be considered another limitation of this study. Since they are technically minors, their age could be a factor in their attrition. Future studies may want to include them in their research to see if being a minor is a factor in student attrition. The data themes such as gender, race and GPA chosen for this study was another limitation. The data was chosen because of the literature reviewed and the research sites retention reports. Other colleges may collect different data that could be better predictors than the data used in this study. Finally, only having one researcher review and code the data limited the way the data was coded. Having multiple researchers would allow more insight into how the data could be coded. Each of these factors should be considered in future research to assist with their reliability and validation.

3.13 SUMMARY

An exploratory case study was chosen as the research design for this study due to the researcher wanting to broadly explore the topic of student conduct and attrition. With no prior research, having been done on these topics an exploratory case study within a specific context can create a baseline of data that may allow for further research. The data used in this study was both quantitative and qualitative with the majority of the data having been put into nominal categories. Doing this limited the statistical analysis to a few tests. The Results and Findings section of this paper will overview the statistical tests that were conducted and will report what the findings of those tests were. These tests will show significance allowing the researcher to report which variables in the study are linked to attrition.

4.0 RESULTS & FINDINGS

4.1 PROBLEM OF PRACTICE

This study researched first time, first-year students at a mid-sized private college who had gone through the conduct process. First time, first-year students were selected due to the research site and literature identifying them as an at-risk population for dropping out. Conduct students specifically were selected because there was a gap in the literature regarding the retention of students that have gone through the conduct process. Academic data from the Offices' of Institutional Research and Student Conduct were studied to see if any trends emerged. The data that were studied are presented in this chapter.

There are two main sections within this chapter: the descriptive analysis of demographics and results of analysis. The descriptive analysis of demographics section includes tables listing the frequencies of the population per selected categories. This allows the reader to understand how many students in the population there are for any one category. The results of analysis section includes tables overviewing the statistical analysis that produced significant results. The only two tables that are included that did not produce significant results are the ones for the third research question, that dealt with alcohol and drug charges and student attrition. Those tables were included because the literature stated alcohol and drug use were related to student attrition

but neither statistical analysis produced significant results. All other tables that did not produce significant results are included in Appendix C.

4.2 DESCRIPTIVE ANALYSIS OF DEMOGRAPHICS

Students from the 2014-2015 and 2015-2016 academic years were chosen to be included in this study. The samples below are separated into two different categories: total population and student conduct students. This was done to show the difference in populations. For each table, the frequencies of the population and percentage of the population are listed. Tables 1 through 19 include the following information: total sample size divided by conduct and non-conduct students, age, gender, GPA, race, academic department, residential status, athletes, honors and Smart Start (provisionally accepted students).

Table 4.1. Total Population by Conduct vs. Non-Conduct Students

Conduct Status	Non-Retained Students	Retained Students	%
Conduct Students	49	88	12
Non-Conduct Students	232	777	88
Total (n=1146)	281	865	

Table 4.2. Total Population by Age

Age	Non-Retained Students	Retained Students	%
18	223	708	81.2
19	36	124	13.9
20	12	14	2.2
21	3	4	0.6
22	1	6	0.6
23	1	3	0.4
24	1	2	0.3
25	1	0	0.1
26	1	0	0.1
28	1	2	0.3
32	1	0	0.1
34	0	1	0.1
37	0	1	0.1
Total (n=1146)	281	865	

Table 4.3. Student Conduct Students by Age

Age	Non-Retained Students	Retained Students	%
18	39	73	81.7
19	8	14	16.1
20	2	0	1.5
21	0	1	0.7
Total (n=137)	49	88	

Table 4.4. Total Population by Gender

Gender	Non-Retained Students	Retained Students	%
Female	181	535	62.5
Male	100	330	37.5
Total (n=1146)	281	865	

Table 4.5. Student Conduct Students by Gender

Student Retention Status	Non-Retained Students	Retained Students	%
Female	28	44	52.5
Male	21	44	47.5
Total (n=137)	49	88	

Table 4.6. Total Population by GPA

GPA	Non-Retained Students	Retained Students	%
0.00-0.50	43	6	4.3
0.51-1.00	10	5	1.3
1.01-1.50	19	7	2.3
1.51-2.00	22	38	5.2
2.01-2.50	21	68	7.8
2.51-3.00	44	106	13.1
3.01-3.50	47	224	23.6
3.51-4.00	75	411	42.4
Total (n=1146)	281	865	

Table 4.7. Student Conduct Population by GPA

GPA	Non-Retained Students	Retained Students	%
0.00-0.50	8	1	6.6
0.51-1.00	3	0	2.2
1.01-1.50	4	3	5.1
1.51-2.00	6	7	9.5
2.01-2.50	5	12	12.4
2.51-3.00	9	16	18.2
3.01-3.50	7	28	25.5
3.51-4.00	7	21	20.4
	49	88	
Total (n=137)			

Table 4.8. Total Population by Race

Race	Non-Retained Students	Retained Students	%
American Indian or Alaska Native	1	3	0.3
Asian	6	10	1.4
Black or African American	40	84	10.8
Hispanics of any race	15	26	3.6
Native Hawaiian-Other Pacific Islander	0	1	0.1
Nonresident Alien	8	34	3.7
Two or more races	23	44	5.8
White	188	663	74.2
Total (n=1146)	281	865	

Table 4.9. Student Conduct Population by Race

Race	Non-Retained Students	Retained Students	%
American Indian or Alaska Native	1	0	0.7
Asian	2	1	2.2
Black or African American	11	18	21.2
Hispanics of any race	2	4	4.4
Native Hawaiian-Other Pacific Islander	0	0	0
Nonresident Alien	1	1	1.5
Two or more races	4	5	6.6
White	28	59	63.5
Total (n=137)	49	88	

Table 4.10. Total Population by Academic Department

Academic Department	Non-Retained Students	Retained Students	%
Business	31	49	7
Cinema Arts	20	114	11.7
Communications	50	139	16.5
Criminal Justice & Intel.	27	48	6.5
Dance	20	111	11.4
Education	5	20	2.2
Humanities & Human Sci.	17	40	5
Literary Arts	2	12	1.2
Management	32	89	10.6
Misc. Arts & Sciences	21	42	5.5
Natural Sciences & Engr. Tech	24	64	7.7
Theatre	32	137	14.8
Total (n=1146)	281	865	

Table 4.11. Student Conduct Students by Academic Department

Academic Department	Non-Retained Students	Retained Students	%
Business	7	7	10.2
Cinema Arts	7	7	10.2
Communications	7	14	15.3
Criminal Justice & Intel.	5	8	9.5
Dance	2	16	13.1
Education	1	3	2.9
Humanities & Human Sci.	4	6	7.3
Literary Arts	0	0	0
Management	6	9	11
Misc. Arts & Sciences	1	5	4.4
Natural Sciences & Engr. Tech	3	6	6.6
Theatre	6	7	9.5
Total (n=137)	49	88	

Table 4.12. Total Population by Residence

Residential Status	Non-Retained Students	Retained Students	%
On-Campus	206	677	77.1
Off-Campus	75	188	22.9
Total (n=1146)	281	865	

Table 4.13. Student Conduct Population by Residence

Residential Status	Non-Retained Students	Retained Students	%
On-Campus	47	88	98.5
Off-Campus	2	0	1.5
Total (n=137)	49	88	

Table 4.14. Total Population by Athletes

Athletic Status	Non-Retained Students	Retained Students	%
Athlete	43	111	13.4
Non-Athlete	238	754	86.6
Total (n=1146)	281	865	

Table 4.15. Student Conduct Population by Athletes

Athletic Status	Non-Retained Students	Retained Students	%
Athlete	8	32	29.2
Non-Athlete	41	56	70.8
Total (n=137)	49	88	

Table 4.16. Total Population by Honors

Honors Status	Non-Retained Students	Retained Students	%
Honors	19	90	9.5
Non-Honors	262	775	90.5
Total (n=1146)	281	865	

Table 4.17. Student Conduct Population by Honors

Honors Status	Non-Retained Students	Retained Students	%
Honors	3	3	4.4
Non-Honors	46	85	95.6
Total (n=137)	49	88	

Table 4.18. Total Population by Smart Start

Smart Start Status	Non-Retained Students	Retained Students	%
Smart Start	58	91	13
Non-Smart Start	223	774	87
Total (n=1146)	281	865	

Table 4.19. Student Conduct Population by Smart Start

Smart Start Status	Non-Retained Students	Retained Students	%
Smart Start	15	20	25.5
Non-Smart Start	34	68	74.5
Total (n=137)	49	88	

4.3 RESULTS OF ANALYSIS

The following section contains descriptive paragraphs, tables and hypothesis for the statistical analysis portion of this study. Each table within this section has results from Chi-Squared and Relative Risk Ratio tests. Tables 20 through 44 included data with statistically significant results. Tables 45 and 46 are included in this chapter because they answer the third research question, alcohol and drug charges related to attrition, even though their results were not statistically significant. Tables C47 through C97, within Appendix C, include data tables whose

results were not statistically significant. Tables 20 through C97 are separated into sections relating to each research question. Within each research question, there are topical sub-sections.

4.3.1 Attrition rates

The first research question asked, "How do the attrition rates of first-year students compare to that of the attrition rates of first-year conduct students and attrition rates of other first-year student sub groups?" Tables 20 through 28 are divided into two subsections within this research questions: total population by subgroups and total population of subcategory excluding another subcategory. Tables 20 through 22 contain the total population by subgroups subsection with the following categories: total sample size divided by conduct and non-conduct students, total sample size divided by honors and non-honors students and total sample size divided by Smart Start and non-Smart Start students. Tables 23 through 28 contain the total population of a subcategory excluding another subcategory which are: total population of conduct students excluding conduct/athletes students, total population of student athletes excluding student athletes/conduct, total population of conduct students excluding conduct/honors students, total population of honors students excluding honors/conduct students, total population of conduct students excluding conduct/Smart Start students and total population of Smart Start students excluding Smart Start/conduct students.

4.3.1.1 Total population by subgroups

Total population by subgroups can be defined as the total number of students in this study divided into a particular subgroup. The following is a list of each of these subgroups: conduct students vs. non-conduct students, honors students vs. non-honors students and Smart Start

students vs. non-Smart Start students. All other total population by subgroup related tables that did not produce statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who went through the conduct process. A significant interaction was found (χ^2 (1) =10.63, p<. 10). Conduct students were more likely to be not retained (35.8%) than non-conduct students were (23%). Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained. See Table 20 for further information.

Table 4.20. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Conduct Status

Retention Status	Conduct	Non-Conduct	χ^2	p
Retained Students	88 (64.2%)	777 (77%)	10.63*	0.001
Non-Retained Students	49 (35.8%) **	232 (23%)		
Total (n=1146)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.556; z-score is 3.261, and a 95% confidence interval from 1.21 to 2.00.
**H_O: Conduct and non-retained are independent.
H_a: Conduct and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were retained to the frequency of honors students. A significant interaction was found (χ^2 (1) =3.27, p<. 10). Honors students were more likely to be retained (82.6%) than non-honors students were (74.7%). Thus, the results suggest that there is a relationship between the probability of honors students and being retained. See Table 21 for further information.

Table 4.21. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Honors Students

Retention Status	Honors	Non-Honors	χ^2	p
Retained Students	90 (82.6%)**	775 (74.7%)	3.27*	0.071
Non-Retained Students	19 (17.4%)	262 (25.3%)		
Total (n=1146)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.690; z-score is 1.808, and a 95% confidence interval from 0.453 to 1.052.
**H_O: Honors and retained are independent.
H_a: Honors and retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who were Smart Start students. A significant interaction was found (χ^2 (1) =19.21, p<. 10). Smart Start students were more likely to be not retained (38.9%) than Non-Smart Start students were (22.4%). Thus, the results suggest that there is a relationship between the probability of Smart Start students and not being retained. See Table 22 for further information.

Table 4.22. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Smart Start Students

Retention Status	Smart Start	Non-Smart Start	χ^2	p
Retained Students	91 (61.1%)	774 (77.6%)	19.21*	0.000
Non-Retained Students	58 (38.9%) **	223 (22.4%)		
Total (n=1146)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.740; z-score is 4.382, and a 95% confidence interval from 1.380 to 2.195.
**H_O: Smart Start and non-retained are independent.
H_a: Smart Start and non-retained are not independent.

4.3.1.2 Total population of subcategory excluding another subcategory

This section is slightly different from the previous one. Instead of focusing on a singular population, i.e. conduct vs. non-conduct, this section compares two populations of students, i.e. conduct vs. honors. To compare populations, students could not be in each category simultaneously. For example, there were some students that were categorized both as having gone through the conduct process and having been honors students. To ensure that they were not counted twice these students were removed from both tables. The following categories were then compared: conduct vs. athletes (Tables 23 & 24), conduct vs. honors (Tables 25 & 26), and conduct vs. Smart Start (Tables 27 & 28).

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who went through the conduct process but were not also athletes. A significant interaction was found (χ^2 (1) =17.69, p<. 10). Conduct students were more likely to be not retained (42.3%) than Non-Conduct students were (23%). Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained. See Table 23 for further information.

Table 4.23. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Conduct Students excluding Conduct/Students Athletes

Retention Status	Conduct	Non-Conduct	χ^2	p
Retained Students	56 (57.7%)	777 (77%)	17.69*	0.000
Non-Retained Students	41 (42.3%) **	232 (23%)		
Total (n=1106)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.838; z-score is 4.205, and a 95% confidence interval from 1.419 to 2.381.
**H_O: Conduct and non-retained are independent.
H_a: Conduct and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who were athletes but had not gone through the conduct process. A significant interaction was not found (χ^2 (1) =2.48, p<. 10). Thus, the results cannot suggest that there is a relationship between the probability of student athletes and not being retained. See Table 24 for further information.

Table 4.24. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Student Athletes excluding Student Athletes/Conduct

Retention Status	Athletes	Non-Athletes	χ^2	p
Retained Students	79 (69.3%)	754 (76%)	2.48*	0.116
Non-Retained Students	35 (30.7%)**	238 (24%)		
Total (n=1106)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.280; z-score is 1.574, and a 95% confidence interval from 0.951 to 1.723.
**H_O: Athletes and not-retained are independent.
H_a: Athletes and not-retained are not independent.

Once the risk ratios were performed for conduct students and athletes, they were compared to find significance. The risk ratios for conduct students was 1.838 and athletes was 1.280. When comparing the risks of these two groups, the z-score was 1.80, p-value of 0.072 and a 95% confidence interval from 0.968 to 2.129. A significant interaction was found p<. 10. Conduct students were more likely to be not retained (42.3%) than athletes were (30.7%). Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained when compared to athletes not being retained. See Tables 23 and 24 for information related to the percentages.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who

went through the conduct process but were not also honors students. A significant interaction was found (χ^2 (1) =9.24, p<. 10). Conduct students were more likely to be not retained (35.1%) than non-conduct students were (23%). Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained. See Table 25 for further information.

Table 4.25. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Conduct Students excluding Conduct/Honors Students

Retention Status	Conduct	Non-Conduct	χ^2	p
Retained Students	85 (64.9%)	777 (77%)	9.24	0.002
Non-Retained Students	46 (35.1%) **	232 (23%)		
Total (n=1140)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.527; z-score is 3.040, and a 95% confidence interval from 1.179 to 1.978.
**H_O: Conduct and non-retained are independent.
H_a: Conduct and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who were honors students but had not gone through the conduct process. A significant interaction was found (χ^2 (1) =4.81, p<. 10). Non-honors students were more likely to be not retained (25.3%) than honors students were (15.5%). Thus, the results suggest that there is a relationship between the probability of honors students and not being retained. See Table 26 for further information.

Table 4.26. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Honors Students excluding Honors/Conduct Students

Retention Status	Honors	Non-Honors	χ^2	p
Retained Students	87 (84.5%)	775 (74.7%)	4.81*	0.028
Non-Retained Students	16 (15.5%) **	262 (25.3%)		
Total (n=1140)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.615; z-score is 2.194, and a 95% confidence interval from 0.387 to 0.976.
**H_O: Honors and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Once the risk ratios were performed for conduct students and honor students, they were compared to find significance. The risk ratios for conduct students was 1.527 and honors students was 0.615. When comparing the risks of these two groups, the z-score was 3.363, p-value of 0.001 and a 95% confidence interval from 1.462 to 4.218. A significant interaction was found p<. 10. Conduct students were more likely to be not retained (35.1%) than honors students (15.5%) were. Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained when compared to honors students not being retained. See Tables 25 and 26 for information related to the percentages.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who went through the conduct process but were not also Smart Start students. A significant interaction was found (χ^2 (1) =5.44, p<. 10). Conduct students were more likely to be not retained (33.3%) than non-conduct students were (23%). Thus, the results suggest that there is a relationship between the probability of conduct students and not being retained. See Table 27 for further information.

Table 4.27. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Conduct Students excluding Conduct/Smart Start Students

Retention Status	Conduct	Non-Conduct	χ^2	p
Retained Students	68 (66.7%)	777 (77%)	5.44*	0.020
Non-Retained Students	34 (33.3%) **	232 (23%)		
Total (n=1111)				

Note. *= $p < .10$. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.450; z-score is 2.332, and a 95% confidence interval from 1.077 to 1.951.
**H_O: Conduct and non-retained are independent.
H_a: Conduct and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who were Smart Start Students but had not gone through the conduct process. A significant interaction was found (χ^2 (1) =13.24, p<. 10). Smart Start students were more likely to be not retained (37.7%) than non-Smart Start students were (22.4%). Thus, the results suggest that there is a relationship between the probability of Smart Start students and not being retained. See Table 28 for further information.

Table 4.28. Results of Chi-square Test and Relative Risk Ratio for Retention Status by Total Population of Smart Start Students excluding Smart Start/Conduct Students

Retention Status	Smart Start	Non-Smart Start	χ^2	p
Retained Students	71 (62.3%)	774 (77.6%)	13.24*	0.000
Non-Retained Students	43 (37.7%) **	223 (22.4%)		
Total (n=1111)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.686; z-score is 3.639, and a 95% confidence interval from 1.297 to 2.193.
**H_O: Smart Start and non-retained are independent.
H_a: Smart Start and non-retained are not independent.

Once the risk ratios were performed for conduct students and Smart Start students, they were compared to find significance. The risk ratios for conduct students was 1.450 and Smart Start students was 1.686. When comparing the risks of these two groups, the z-score was -0.745, p-value of 0.456 and a 95% confidence interval from 0.579 to 1.279. No significant interaction was found p<. 10. Thus, the results cannot suggest that there is a relationship between the probability of conduct students and being retained when compared to Smart Start students not being retained. See Tables 27 and 28 for information related to the percentages.

4.3.2 Student conduct characteristics

The second research question asked, "Are there certain characteristics associated to first-year students that go through the conduct process and drop out?" Tables 29 through 44 are divided into seven subsections within this research questions: demographics, meeting outcome, conduct outcome, early alert notes for total population, early alert notes for student conduct students, intervention notes for total population and intervention notes for student conduct students.

Tables 29 through 32 contain the demographics subsection with the following categories: academic department dance, GPA, residence and athletes. Table 33 contains the meeting outcome subsection with the following category, did not attend their meeting. Tables 34 and 35 contain the conduct outcome subsection with the following categories: in violation and not violation. Tables 36 through 38 contain the early alert notes for total population subsection with the following categories: early alerts notes not received, attendance notes and not returning notes. Table 39 contain the early alert notes for student conduct students subsection with the following category, early alert note received. Tables 40 through 43 contain the intervention notes for total population subsection with the following categories: email assorted notes, email attendance notes, support service notes and voicemail/no answer notes. Table 44 contains the intervention notes for student conduct student's subsection with the following category, intervention notes received.

4.3.2.1 Demographics

The following categories within this subsection had statistically significant results: academic department dance, GPA, residence and athletes. All other demographic tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of dance students. A significant interaction was found (χ^2 (1) =5.48, p<. 10). Dance students were more likely to be retained (11.1%) than non-dance students were (39.5%). Thus, the results suggest that there is a relationship between the probability of dance students and not being retained. See Table 29 for further information.

Table 4.29. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Dance Students

Retention Status	Dance	Non-Dance	χ^2	p
Retained Students	16 (88.9%)	72 (60.5%)	5.48*	0.019
Non-Retained Students	2 (11.1%) **	47 (39.5%)		
Total (n=137)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.281; z-score is 2.342, and a 95% confidence interval from 0.075 to 1.059.
**H_O: Dance and non-retained are independent.
H_a: Dance and non-retained are not independent.

An independent-samples t-test was conducted to compare the GPA of conduct students who were retained vs. not being retained. There was a significant difference in the scores for retained (M=2.93, SD=0.74) and not retained (M=2.14, SD=1.26) conditions: t (135) = -4.6, p = 0.0001. These results suggest that GPA does have an effect on retention. Specifically, the results suggest that students who drop out have a lower GPA than those who were retained. See Table 30 for further information.

Table 4.30. Results of T- Test for the Total Conduct Populations' Retention Status by Student's GPA

Retention Status	N	Mean	SD	SE	df	95% Confidence Level	
						Lower	Upper
Retained Students	88	2.93	0.74	0.08	87	2.73	3.13
Non-Retained Students	49	2.14	1.26	0.18	48	1.87	2.41
Total (n=137)							

Note. p < .10. The t-test was -4.60 and the p value was .0001.*
*H_O: GPA and not-retained are independent.
H_a: GPA and not-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of student's

residential status. A significant interaction was found (χ^2 (1) =3.65, p<. 10). Off-campus students were more likely to be not retained (100%) than on-campus students were (34.8%). Thus, the results suggest that there is a relationship between the probability of off-campus students and not being retained. See Table 31 for further information.

Table 4.31. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Residence of Students

Retention Status	On-Campus	Off-Campus	χ^2	p
Retained Students	88 (65.2%)	0 (0%)	3.65*	0.056
Non-Retained Students	47 (34.8%) **	2 (100%)		
Total (n=137)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 2.872; z-score is 1.909, and a 95% confidence interval from 2.280 to 3.618.
**H_O: Residence and not-retained are independent.
H_a: Residence and not-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of student athletes. A significant interaction was found (χ^2 (1) =6.11, p<. 10). Student athletes were more likely to be retained (20%) than non-student athletes were (42.3%). Thus, the results suggest that there is a relationship between the probability of athletes and being retained. See Table 32 for further information.

Table 4.32. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Athletes

Retention Status	Athletes	Non-Athletes	χ^2	p
Retained Students	32 (80%)	56 (57.7%)	6.11*	0.013
Non-Retained Students	8 (20%) **	41 (42.3%)		
Total (n=137)				

Note. *= $p < .10$. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.473; z-score is 2.472, and a 95% confidence interval from 0.244 to 0.917.
**H_O: Athletes and retained are independent.
H_a: Athletes and retained are not independent.

4.3.2.2 Meeting outcome

Meeting outcomes can be defined as the type of interaction a conduct professional recorded within the student's file because of the student conduct meeting. The categories for this section were as follows: student admitted to offense, student denied the offense, student did not attend their meeting and found not in violation. To ensure that there were 137 unique students in each table students were only listed in one of the previously listed categories based on their involvement. If a student had two cases, one where they admitted to the offense and one where they were found not in violation, they would be counted as having admitted to the offense because that was the more severe offense. This subsection includes the retention status of students by the following category: student who did not attend their meetings. All other meeting outcomes tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of students who did not attend their meeting. A significant interaction was found (χ^2 (1) =7.11, p<. 10). Students that did not attend a meeting were more likely to be not retained were (72.7%) than

non-DNAM students were (32.5%). Thus, the results suggest that there is a relationship between the probability of students who did not attend their meetings and not being retained. See Table 33 for further information.

Table 4.33. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Student Who Did Not Attend their Meetings

Retention Status	D.N.A.M.	Non-D.N.A.M.	χ^2	p
Retained Students	3 (27.3%)	85 (67.5%)	7.11*	0.008
Non-Retained Students	8 (72.7%) **	41 (32.5%)		
Total (n=137)				

Note. *= $p < .10$. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 2.235; z-score is 2.667, and a 95% confidence interval from 1.439 to 3.473.
**H_O: D.N.A.M. and non-retained are independent.
H_a: D.N.A.M. and non-retained are not independent.

4.3.2.3 Conduct outcome

Conduct outcomes can be defined as the final determination of a conduct case. The categories for this section were as follows: found in violation, found not in violation or received a warning letter. To ensure that there were 137 unique students in this table students were only listed in one of these categories based on their involvement. If a student had two cases, one where they were found in violation and one where they were found not in violation, they would be counted as having been found in violation because that was the more severe offense. This subsection includes the retention status of students by the following categories: found in violation and found not in violation. All other conduct outcome tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of students who were found in violation. A significant interaction was found (χ^2 (1) =3.77, p<. 10). Students who were found to be in violation were more likely to be not retained (41.1%) than non-in violation students were (23.8%). Thus, the results suggest that there is a relationship between the probability of students who were found in violation of their charges and not being retained. See Table 34 for further information.

Table 4.34. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Student who were found In Violation

Retention Status	In Violation	Non-In Violation	χ^2	p
Retained Students	56 (58.9%)	32 (76.2%)	3.77*	0.052
Non-Retained Students	39 (41.1%) **	10 (23.8%)		
Total (n=137)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.724; z-score is 1.941, and a 95% confidence interval from 0.954 to 3.117.
**H_O: IV and non-retained are independent.
H_a: IV and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of conduct students who were not retained to the frequency of students who were found not in violation. A significant interaction was found (χ^2 (1) =4.06, p<. 10). Students who were found to be not in violation were more likely to be retained (17.4%) than non-not in violation students were (39.5%). Thus, the results suggest that there is a relationship between the probability of students who were found to be not in violation of their charges and being retained. See Table 35 for further information.

Table 4.35. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status who were found Not In Violation after their meeting

Retention Status	Not In Violation	Non-Not In Violation	χ^2	p
Retained Students	19 (82.6%)	69 (60.5%)	4.06*	0.044
Non-Retained Students	4 (17.4%) **	45 (39.5%)		
Total (n=137)				

Note. *= $p < .10$. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.441; z-score is 2.016, and a 95% confidence interval from 0.176 to 1.105.
**H_O: NIV and non-retained are independent.
H_a: NIV and non-retained are not independent.

4.3.2.4 Early alert notes for total population

Early alert notes for total population can be defined as the complete number of retention notes, per category, for the entire sample size. The categories for this section were as follows: conduct vs. non-conduct, attendance notes and not returning notes. All other tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who went through the conduct process and did not receive an early alert note. A significant interaction was found (χ^2 (1) =6.77, p<. 10). Conduct students who did not receive a note were more likely to be not retained (15.3%) than general population students who did not receive notes were (6.8%). Thus, the results suggest that there is a relationship between the probability conduct students who do not receive notes and not being retained. See Table 36 for further information.

Table 4.36. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Students who did not have Early Alert Notes

Retention Status	Conduct	General Population	χ^2	p
Retained Students	61 (84.7%)	661 (93.2%)	6.77*	0.009
Non-Retained Students	11 (15.3%) **	48 (6.8%)		
Total (n=781)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 2.257; z-score is 2.603, and a 95% confidence interval from 1.228 to 4.148.
**H_O: EA notes and non-retained are independent.
H_a: EA notes and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received attendance notes. A significant interaction was found (χ^2 (1) =3.56, p<. 10). Conduct students who received attendance notes were more likely to be not retained (56%) than general population students who received attendance notes were (34.9%). Thus, the results suggest that there is a relationship between the probability of students who received attendance notes and not being retained. See Table 37 for further information.

Table 4.37. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Attendance Notes

Retention Status	Conduct	General Population	χ^2	p
Retained Students	11 (44%)	54 (65.1%)	3.56*	0.059
Non-Retained Students	14 (56%) **	29 (34.9%)		
Total (n=108)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.603; z-score is 1.886, and a 95% confidence interval from 1.017 to 2.526.
**H_O: Attendance notes and non-retained are independent.
H_a: Attendance notes and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received notes about not returning to college. A significant interaction was found (χ^2 (1) =7.15, p<. 10). Conduct students who received not returning notes were more likely to be retained (73.7%) than general population students who received not returning notes were (93.6%). Thus, the results suggest that there is a relationship between the probability of students who received not returning notes and not being retained. See Table 38 for further information.

Table 4.38. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Not Returning Notes

Retention Status	Conduct	General Population	χ^2	p
Retained Students	5 (26.3%)	6 (6.4%)	7.15*	0.008
Non-Retained Students	14 (73.7%) **	88 (93.6%)		
Total (n=113)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.787; z-score is 2.673, and a 95% confidence interval from 0.599 to 1.035.
**H_O: Not returning notes and non-retained are independent.
H_a: Not returning notes and non-retained are not independent.

4.3.2.5 Early alert notes for student conduct students

Early alert notes for student conduct students can be defined as the complete number of retention notes, per category, for conduct students within the study. The categories for this section were as follows: early alert received vs. non-early alert received. All other tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of students who received an early alert note. A significant interaction was found (χ^2 (1) =27.73, p<. 10). Students

who received an early alert were more likely to be not retained (58.5%) than students who did not receive an early alert were (15.3%). Thus, the results suggest that there is a relationship between the probability of students who received early alert notes and not being retained. See Table 39 for further information.

Table 4.39. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Student's who received Early Alert Notes

Retention Status	Early Alert	Non-Early Alert	χ^2	p
Retained Students	27 (41.5%)	61 (84.7%)	27.73*	0.000
Non-Retained Students	38 (58.5%) **	11 (15.3%)		
Total (n=137)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 3.827; z-score is 5.266, and a 95% confidence interval from 2.140 to 6.843.
**H_O: Early alert notes and non-retained are independent.
H_a: Early alert notes and non-retained are not independent.

4.3.2.6 Intervention notes for total population

Intervention notes for total population can be defined as the complete number of retention notes, per category, for the entire sample size. The categories for this section were as follows: email assorted notes, email attendance notes, support services notes and voicemail/no answer notes. All other tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received an email-assorted note. A significant interaction was found (χ^2 (1) =3.16, p<. 10). Conduct students who received an email-assorted note were more likely to be not retained (85.7%) than general population students who received an email-assorted note were (48%).

Thus, the results suggest that there is a relationship between the probability of students who received an email assorted note and not being retained. See Table 40 for further information.

Table 4.40. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Email Assorted Notes

Retention Status	Conduct	General Population	χ^2	p
Retained Students	1 (14.3%)	13 (52%)	3.16*	0.075
Non-Retained Students	6 (85.7%) **	12 (48%)		
Total (n=32)				

Note. *= $p < .10$. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.786; z-score is 1.778, and a 95% confidence interval from 1.075 to 2.967.
**H_O: Email assorted notes and non-retained are independent.
H_a: Email assorted notes and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received an email attendance note. A significant interaction was found (χ^2 (1) =3.86, p<. 10). Conduct students who received an email attendance note were more likely to be not retained (61.1%) than general population students who received an email attendance note were (35.4%). Thus, the results suggest that there is a relationship between the probability of students who received an email attendance note and not being retained. See Table 41 for further information.

Table 4.41. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Email Attendance Notes

Retention Status	Conduct	General Population	χ^2	p
Retained Students	7 (38.9%)	42 (64.6%)	3.86*	0.050
Non-Retained Students	11 (61.1%) **	23 (35.4%)		
Total (n=83)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 1.727; z-score is 1.964, and a 95% confidence interval from 1.054 to 2.830.
**H_O: Email attendance notes and non-retained are independent.
H_a: Email attendance notes and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received a support services note. A significant interaction was found (χ^2 (1) =7.77, p<. 10). Conduct students who received a support services note were more likely to be not retained (100%) than general population students who received a support services note were (29.4%). Thus, the results suggest that there is a relationship between the probability of students who received a support services note and not being retained. See Table 42 for further information.

Table 4.42. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Support Services Notes

Retention Status	Conduct	General population	χ^2	p
Retained Students	0 (0%)	12 (70.6%)	7.77*	0.005
Non-Retained Students	5 (100%) **	5 (29.4%)		
Total (n=22)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 3.40; z-score is 2.787, and a 95% confidence interval from 1.628 to 7.101.
**H_O: Support service note and non-retained are independent.
H_a: Support service note and non-retained are not independent.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students who received a voicemail/no answer note. A significant interaction was found (χ^2 (1) =5.44, p<. 10). Conduct students who received a voicemail/no answer note were more likely to be retained (60%) than general population students who received a voicemail/no answer note were (100%). Thus, the results suggest that there is a relationship between the probability of students who received a voicemail/no answer note and not being retained. See Table 43 for further information.

Table 4.43. Results of Chi-square Test and Relative Risk Ratio for the Total Populations' Retention Status by Student's who received Voicemail/No Answer Notes

Retention Status	Conduct	General population	χ^2	p
Retained Students	2 (40%)	0 (0%)	5.44*	0.020
Non-Retained Students	3 (60%) **	12 (100%)		
Total (n=17)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 0.60; z-score is 2.332, and a 95% confidence interval from 0.293 to 1.227.
**H_O: Voicemail/no answer note and non-retained are independent.
H_a: Voicemail/no answer note and non-retained are not independent.

4.3.2.7 Intervention notes for student conduct students

Intervention notes for student conduct students can be defined as the complete number of retention notes, per category, for conduct students within the study. The category for this section was as follows: intervention notes received vs. no intervention notes received. All other tables with non-statistically significant results are in Appendix C.

A Chi-square test of Independence and Relative Risk Ratio tests were performed comparing the frequency of students who were not retained to the frequency of conduct students

who received intervention notes. A significant interaction was found (χ^2 (1) =10.58, p<. 10). Conduct students who received intervention notes were more likely to be not retained (51.8%) than conduct students who did not receive intervention notes were (24.7%). Thus, the results suggest that there is a relationship between the probability of students who received an intervention note and not being retained. See Table 44 for further information.

Table 4.44. Results of Chi-square Test and Relative Risk Ratio for the Total Conduct Populations' Retention Status by Student's who received Intervention Notes

Retention Status	Intervention	Non-Intervention	χ^2	p
Retained Students	27 (48.2%)	61 (75.3%)	10.58*	0.001
Non-Retained Students	29 (51.8%) **	20 (24.7%)		
Total (n=137)				

Note. *= p < .10. Relative Risk Ratio's appear in parentheses below group frequencies. The risk ratio is 2.097; z-score is 3.253, and a 95% confidence interval from 1.328 to 3.311.
**H_O: Intervention and non-retained are independent.
H_a: Intervention and non-retained are not independent.

4.3.3 Alcohol & drug charges

The third research question asked, "Is being found in violation for alcohol and/or drugs a significant characteristic of first-year students that drop out?" Tables 45 and 46 are divided into two themes: policy charges and alcohol and drug charges. Each of these tables did not produce statistically significant results. They were included in this chapter however since the literature stated that alcohol and drug use was a factor in students attrition even though the research from this study showed otherwise.

A Chi-square test of Independence was performed comparing the frequency of students who were not retained to the frequency of conduct students who received a policy charge. No

significant interaction was found (χ^2 (1) =1.082, p<. 10). Thus, the results suggest that there is no relationship between the probability of students who received an alcohol, drug or alcohol/drug charge and not being retained. See Table 45 for further information.

Table 4.45. Results of Chi-square Test for the Total Conduct Populations' Retention Status by Policy Charges

Retention Status	Retained	Non-Retained	χ^2	P
Alcohol	24 (24.57)	18 (17.43)	1.082*	0.781**
Drug	16 (14.04)	8 (9.96)		
Alcohol & Drug	6 (7.02)	6 (4.98)		
N/A	9 (9.36)	7 (6.64)		
Total (n=94)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Charges and non-retained are independent.
H_a: Charges and non-retained are not independent.

A Chi-square test of Independence was performed comparing the frequency of students who were not retained to the frequency of conduct students who received an alcohol and/or drug charge. No significant interaction was found (χ^2 (1) =0.041, p<. 10). Thus, the results suggest that there is no relationship between the probability of students who received an alcohol, drug or alcohol/drug charge and not being retained. See Table 46 for further information.

Table 4.46. Results of Chi-square Test for the Total Conduct Populations' Retention Status by Alcohol and Drug Charges

Retention Status	Alcohol & Drug	Non-Alcohol & Drug	χ^2	P
Retained Students	46 (45.64)	9 (9.36)	0.041*	.840**
Non-Retained Students	32 (32.36)	7 (6.64)		
Total (n=94)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Alcohol & drug and non-retained are independent.
H_a: Alcohol & drug and non-retained are not independent.

4.4 SUMMARY

This chapter overviewed the descriptive analysis of demographics and results of analysis. The descriptive analysis of demographics showed the frequencies of the population per selected topics. This section was divided into tables overviewing the total population and student conduct students. 1146 students were included in the total population sample size and 137 students had gone through the conduct process. The results of analysis overviewed the statistical analysis that was conducted for this study that produced significant results. Tables 20 through 44 listed results that were statistically significant to the study. Tables 45 and 46 listed results that were not statistically significant but showed the results for analysis for the third research question. All other tables that did not produce significant results are included in Appendix C. The following chapter will summarize major conclusions from data and provide recommendations for practice.

5.0 CONCLUSIONS & RECOMMENDATIONS

5.1 INTRODUCTION

The final chapter of this dissertation focused on the conclusions and recommendations from the data that was analyzed. This study's main goal was to inform professionals as to how they can use the findings to influence their practice. The chapter begins with a brief overview of this dissertation to refresh the reader on its key points. The findings of the study are then presented to show how the data was related to the literature as well as general ways in which the data can be used in practice. A specific implication for practice section was presented to show how the research site planned on using the data to help retain students. The chapter closes with a dissemination plan for how this research will be presented to the public.

5.2 SUMMARY OF THE STUDY

This problem of practice was situated in the Office of Student Conduct as the office looked for ways to assist in the University's efforts to retain more students. The University had already begun to identify students who may dropout. While the research site had not specifically focused on first-year conduct students, it had created a profile of students it believed were in danger of not being retained. This problem of practice studied retention related themes in the data of first-

year students that participated in the conduct process to understand if they were at higher risk of dropping out of college than their peers were.

To accomplish this, data had to be collected from the Offices' of Institutional Research and Student Conduct. Retention data came from the Office of Institutional Research that included exit interviews, retention reports and notes for all first time, first-year students. Student Conduct data came from the Office of Student Conduct that included conduct reports and notes for all first time, first-year students. These data were then analyzed within the Results and Findings section under the results of analysis portion. Within this section, all results that were statistically significant from Chi-Square and Relate Risk Ratio tests were included under their corresponding research question. While the results for the third research question did not produce statistically significant results, they were included because the results contradicted studies related to alcohol and drug attrition rates.

5.3 SUMMARY OF FINDINGS

The significant findings from this study are divided up by the three research questions:

1. How do the attrition rates of first-year students compare to that of the attrition rates of first-year conduct students and attrition rates other first-year student sub groups?
2. Are there certain characteristics associated to first-year students that go through the conduct process and drop out?
3. Is being found in violation for alcohol and/or drugs a significant characteristic of first year students that drop out?

Under each research question, data that was significant and/or noteworthy are included below. The data was then compared to what the literature stated to show what similarities or differences arose. Statistically significant results from Tables 20 through 44 were included as well as selected results from tables that were not statistically significant from Tables 45 through C97.

5.3.1 Attrition rates

The first research question asked, "How do the attrition rates of first-year students compare to that of the attrition rates of first-year conduct students and attrition rates of other first-year student sub groups?" Tables 20 through 22 were the first set of tables that produced significant results. They were for the total population of conduct students, honors students and Smart Start (provisionally accepted) students. The most important statistically significant results from the first set of tables were from Table 20 where it was reported that 35.8% of conduct students dropped out compared to 23% of general population students. This alone showed that students going through the conduct process are at a higher risk of dropping out than their non-conduct peers. How then do conduct students compare to other populations?

As stated above, conduct students dropped out at a rate of 35.8% compared to 23% of the general population. Smart Start students similarly dropped out at higher rates, 38.9%, compared to the general population's 22.4%. Both conduct students (35.8%) and Smart Start students (38.9%) attrition rates were much higher than that of honors students (17.4%). While there was not any literature on the attrition rates of conduct students, this study produced similar findings within the literature related to the high retention rates of honors students (Keller and Lacy, 2013) but not to the findings within the literature related to high retention rates of provisionally

accepted students (Smart Start) (Colton, Connor, Shultz & Easter, 1999). This ultimately did not prove to be a factor since being a provisionally accepted student was not a statistically significant factor for conduct students not being retained (Table C68). What can be deduced from this is the complexity of retention when looking at certain student populations. Just because some statistics may show significance in one area, does not guarantee that the data will carry significance when they are a subset of a population. This example illustrates that, provisionally accepted students were at a higher risk of dropping out in the general population but not as conduct students.

The next section compared conduct students to other subgroups directly based on the results in Tables 23 through 28. In order to insure independence, any student that was in both the conduct and honors categories were removed. This allowed both categories, i.e. conduct and honors, to have a unique set of students. Conduct students (42.3%) had higher attrition rates when compared to athletes (30.7%) and higher rates (35.1%) when compared to honors students (15.1%). Smart Start students (37.7%) were the only population to have higher attrition rates than conduct students (33.3%). Even in this scenario conduct students attrition rate of 33.3% was higher than that of athletes (30.7%) and honors student (15.1%). These comparisons displayed that conduct students are an at risk population for dropping out.

This pilot study has exhibited that conduct students are a vulnerable population for leaving college. Those conduct professionals wanting to assist in their institution's retention efforts can begin to identify students within the conduct process that may be in danger of dropping out. Often times this could play out in conduct meetings whenever conduct professionals are conversing with students. Conduct professionals that are aware of student conduct's link to attrition could be more vigilant in their conduct meetings. They may want to provide additional help and guidance to conduct students who are struggling with the high risk

factors identified in this study. Instead of just recommending that a student reach out to someone else in the college for help, the conduct professional could help facilitate that connection knowing it may improve that student's chance of being retained. Even after the meeting, conduct professionals can connect with retention specialists within their college to share vital information with them. Many colleges keep retention records of students who are at risk of dropping out. Conduct professionals could add another layer of information to be considered within those files. With this new information at hand, conduct professionals can begin to work along the retention efforts of their colleges.

Further research can be conducted in regards to the broad scope of student conduct and retention. With this study having been conducted at one research site, its findings may not be applicable to other research sites. The comparison of subgroups may be unique to this research site and should be compared to similar groups in multiple colleges. Since other colleges collect data on different groups, those groups may be related to higher rates of attrition. Additionally, honors students, athletes, and provisionally accepted students may have different retention rates at those colleges. The more information gathered in similar studies will allow the results to be more generalizable. This will in turn help professionals be confident about the retention rates of conduct students on their campuses.

5.3.2 Student conduct characteristics

The second research question asked, "Are there certain characteristics associated to first-year students that go through the conduct process and drop out?" Tables 29 through 44 and Tables C47 through C97 (Appendix C) were the total number of tables related to the second research

question. These tables were divided into three subsections for this chapter: demographics, student conduct meeting outcomes and retention notes.

5.3.2.1 Demographics

The demographics within this study had varied similarities to the results found through the literature reviewed. Within the literature, gender and race (Demetriou & Schmitz-Sciborski, 2014 & Laskey Hetzel, 2011) often times were correlated to high attrition rates. Within this study, they were not significant factors (Tables C59 through C66). These findings also contradicted the literature that showed the frequency of males to be higher than that of females that participated in the conduct process (Clark, 2014). This could be due to the disproportionate amount of females to males at the research site. On the other hand, the literature stated that a student's GPA and residential status were significant factors to student attrition, which proved to be true (Table 30 and 31) (Astin, 1984 & Bean, 1980). This showed how each research site was unique with how students are retained. While there can be some generalities that are common amongst all college students, it is important to study students within a specific context because they may have different characteristics that are related to retention.

Within this specific context, some demographical information was related to higher retention rates. Dance majors were the only major of students who went through the conduct process that showed statistical significance and it was positive. 11.1% of dance majors were not retained compared to 39.5% of non-dance majors (Table 29). This was also true with athletes that went through the conduct process; they were not retained 20% of the time compared to non-athletes 42.3% (Table 32). While literature on dance student retention was not found, the results of this study were similar for articles related to student athlete retention being high (Melendez,

2006). These findings show the diversity of students within the conduct system. Simply being a conduct student does not necessarily mean that they are at a higher risk of dropping out. If students belong to another, strong community within their college, it could assist in their retention (Tinto, 1975). Understanding this concept would help conduct professionals focus their attention on students that may not be well connected to their college.

The take away for practitioners can be that demographics, for the most part, are not good predictors for student conduct attrition. Some professionals may have biases towards a certain major, gender, race or other factor that they believe put students at risk of dropping out. This study showed that those factors might not be the best predictors for student conduct attrition. Conduct professionals can conduct simple studies within their own settings to understand what students are at risk of dropping out. This information can inform their practice and allow them to dedicate the necessary time and resources helping students who are the most at-risk of leaving college.

5.3.2.2 Student conduct meetings outcomes

This segment combined conduct and meeting outcomes subsections from the previous chapter to show the connectedness of these results as conduct professionals decide how best to use information gathered from conduct meetings. Tables 33 through 35 were the only ones that were significant for either of these sections. Table 33 showed that students who did not attend their meetings were more likely not to be retained (72.7%) than non-DNAM students (32.5%). Table 34 showed that students who were found in violation of their charges were not retained at a rate of 41.1% compared to students who were non-IV that were at a not-retained rate of 23.8%. Not surprisingly, students that were found not in violation of charges dropped out at a lower rate

(17.4%) than students who were categorized as non-NIV (39.5%) (Table 35). These findings showed us that students who do not attend their meetings or are found in violation of a charge are more likely to drop out than those students who are found not in violation of a charge. For conduct, professionals to aid in retaining students they may want to try to reach out to students who are not attending their meetings or make retention specialists aware that students are unresponsive to their requests. Additionally, they may want to make retention specialists aware whenever students are found in violation of policy charges. These key pieces of information could allow retention specialists to reach out to students who may be at risk of dropping out.

5.3.2.3 Retention notes

This section combined early alert notes and intervention notes from the previous chapter to show the connectedness of these results for retention professionals who gather student retention notes. Conduct students were not retained at high percentages, compared to the general population, when they received early alert attendance notes (56%) and intervention email attendance notes (61.1%) (Tables 37 and 41). This seemed to connect with the earlier theme of students who do not attend their conduct meetings (72.7%) having high attrition rates. Conduct students were also not retained at high rates when they received the following intervention notes: email assorted (85.7%) and support services (100%) (Tables 40 and 42). These students appeared to struggle in other areas of their college life, which could be why their attrition rates are higher.

Even when looking at just students that went through the conduct process, receiving an early alert or intervention note was related to high attrition rates. Students that received an early alert note were not retained at a rate of 58.5%, which was similar to when they received an intervention note, and were not retained at a rate of 51.8% (Table 39 & 44). Clearly, the research

sites tracking system is working to identify at risk students. Better measures can be put in place to help reduce the attrition rates of these at-risk students.

One area that contradicted the retention literature was that of financial need. The literature stated that students who have a financial need are more at risk of leaving college (Herzog, 2005). The financial statuses of conduct students were not investigated for this study; however, there was a category within the retention notes for financial notes. If conduct students had a higher percentage of financial need and were seeking help from professionals there would have been more documentation. Tables C78, C92 and C94 all failed to produce any statistically significant results. Further research would have to be conducted to understand if conduct students attrition had a relationship to financial need.

Conduct professionals and retention specialists clearly have information that they can be sharing with one another to assist in the retention of students. From conduct meeting notes to early alerts, each data point can play a significant factor as to the likelihood that a student may drop out. This process could be as simple as a regular email exchange or monthly meetings. What is important is that at risk students are identified early on so that intervention can take place sooner rather than later.

5.3.3 Alcohol & drug charges

The third research question asked, “Is being found in violation for alcohol and/or drugs a significant characteristic of first-year students that drop out?” Tables 45 and 46 were divided into two themes: policy charges and alcohol and drug charges. As stated earlier, these tables did not produce statistically significant results. What was significant about them was the fact that they did not support the literature regarding students being at higher risks of dropping out when using

alcohol and drugs (Martinez, Sher & Wood, 2008). In this study, the frequency of students who were retained was higher for alcohol and drugs (46) than not retained (32). Conduct professionals may not want assume that students who are being caught for alcohol and drugs are any higher at risk of dropping out than other students are. There could be multiple reasons for this, one of which could be Astin's Student Involvement Theory (1984). Astin's 1984 research study showed that when students interact with college employees they are more likely to be retained. This could be one possibility as to why students that interact with conduct professionals are retained at higher rates. Further research will have to be conducted to see if this phenomenon was unique to this research site or if other colleges can confirm this as well.

Additional research could also be conducted on policy charges in general. Alcohol and drugs were chosen due to the literature stating they were risk factors in student attrition. Maybe there are other policy charges that are connected to attrition. Specifically looking at certain policies or combinations of policies could provide a better insight into if any policies have a relationship with high attrition rates. Further research can be conducted at this research site and others to see if this is true.

5.4 IMPLICATIONS FOR PRACTICE

The intention of this research was to investigate student conduct students to see if they were an at-risk population of dropping out. The initial findings of this case study proved that. Throughout this chapter, there have been recommendations for how practitioners and researchers could use this information to inform their practice. The information gathered in this research can influence the research site's operations in multiple capacities. Three major initiatives that will be

implemented at this research site based on these findings are an update to the profile of an at-risk student, a communication plan for at-risk students once they are identified and recommendations for interventions for at-risk students. Through these actions, the goal is to increase student retention by tailoring outreach to specific students in need.

To target at risk students it is first important to identify who they are. This study showed that common factors for student attrition do not always translate when studying conduct students. The following traits were associated with conduct students that were not retained: GPA, residential status, not attending meetings and being found in violation of a policy. The following traits were associated with conduct students who received retention notes that were not retained: early alert attendance notes, intervention email assorted notes, intervention email attendance notes, and intervention support services notes. With these factors in mind, conduct and retention professionals can look for students that fit this profile. Once they are identified, these professionals can connect with each other to decide the best course of action.

A strong communication plan between the conduct and retention professionals is vital for the success of retaining these at-risk students. An easy but effective means of communication would be a weekly email from student conduct to a retention office listing all students that went through the conduct process and specifically highlighting ones that fit the conduct profile of an at-risk student. Retention professionals could then respond to that email notating which students have notes corresponding to at-risk students. In this manner, simple information sharing could allow both sets of professionals the ability to reach out to a student they believe to be at risk.

Depending on what parts of the at-risk profile a student has will dictate what measures should be taken. A broad approach to student retention is not always best. For students to benefit from an intervention it should be specifically directed towards their needs (Mattern, Marini &

Shaw, 2015). For example, if students are profiled as having attendance issues within the classroom and during conduct meetings a faculty or staff member can sit down with them to address these issues. That type of targeted response would allow the student to hear specifically what the concern was and allow the employee and student to create an action plan to assist the student.

The type of intervention that a provisionally accepted student receives once they have gone through the conduct process may be slightly different from other students. Since provisionally accepted students have different campus relationships than average students do, those relationships could be taken advantage of regarding an intervention. At this research site, provisionally accepted students come early for an exclusive orientation just for them. Through that orientation they meet with various staff and faculty members whose jobs are to assist them. These established relationships can be used to have targeted interventions for provisionally accepted students that have been labeled as in jeopardy of dropping out from their involvement in the conduct process. Since student issues are diverse, no one intervention will look the same. Some key elements of each intervention will be for the employee to address the concerns related to a student's at-risk profile and then coming up with a specific action plan for that student. One of the items within that action plan could be involvement in the campus community.

Employees can also encourage at-risk students to get involved in co-curricular activities. Astin's research (1984) showed that this type of involvement outside the classroom could greatly benefit students who are at-risk of dropping out. Getting students connected can be approached through informal or formal interventions. The goal would be for the employee to help the student find an activity or student organization related to his or her major and/or hobbies. Once an activity has been identified, the employee could then connect the student with the appropriate

campus entity that oversees this activity. This type of intervention would be grounded in Astin's Student Involvement Theory and help the student make another connection to campus that could ultimately assist in their retention. Connecting at-risk students to other students is an important feature of this intervention.

Another intervention that could use fellow students would be to create a peer-to-peer mentoring program. This type of program could use undergraduate and graduate students to serve as individuals that would work with these at-risk students and use the relationship as a means to assist in their retention. Since students that do not have social support typically dropout at higher rates, these mentoring relationships can serve as that type of support (Davidson, Beck & Milligan, 2009). Meetings could happen on a regular or irregular basis, but the important aspect of them would be that both parties would work towards a goal of helping the at-risk student succeed. Ideally, third and fourth year students and some selected graduate students would serve in these roles because they would have the collegiate experience to assist these at-risk students. The mentors could use their conversations to help connect their mentees to campus resources and other students. With retention in mind, a peer-mentoring program could be the personalized intervention that at-risk students need.

By identifying an at risk student through research this plan creates a multi-teared approach that involves multiple professionals to be involved in the retention efforts of students. Each campus is unique and this research site was able to discover what factors were related to the attrition rates of students that went through the conduct process. Now that this has been established, conduct and retention professionals can share information so that they both are aware of what students are at risk. Once that has happened, faculty and staff members can then meet with these students to create action plans with student's specific issues. Further research

can be conducted to understand what types of interventions are effective for at-risk conduct students.

5.5 DISSEMINATION PLAN

The dissemination plan for the Demonstration of Scholarly Practice was in the form of a national conference presentation. It was accepted as an hour-long presentation at the American College Personnel Association's 2017 annual convention in Columbus, Ohio. This session's was titled, Exploring the Relationship between Student Conduct and Attrition. The conference was for student affairs professionals from various fields within the profession that want to learn about the latest trends and research. The learning outcomes for the presentation were as follows.

By the end of the presentation, participants would be able to construct a study to analyze their retention and student conduct data. The key tenants of this study were presented to participants so that they can replicate the quantitative and qualitative techniques used to gather this data. These techniques included an overview of the methods used, the strengths and challenges one may encounter trying to replicate this study and how to select data that is already gathered at their college.

By the end of the presentation, participants were able to analyze the relationship between students that go through the conduct process and attrition rates to see if there is significance at their college. Key findings of this study were discussed with participants so that whenever they replicate this study they will know how to identify trends within the data. Since each college will have different risk factors, it is important for attendees to understand how to look at large data sets and highlight key findings.

By the end of the presentation, participants were able to prepare programs that assist at-risk students that have gone through the conduct process. This presentation intended to show participants what types of programs could be implemented for at risk students once they are identified. While the data is important, if it is not used to change everyday practice then it is useless. Retention and conduct professionals will be consulted to develop programs that meet the needs of the at-risk students from within this study.

By presenting the results of this study at a national conference, it allowed the information to be spread to many different professionals. Sessions are open to all participants so professionals from the field of Student Conduct as well as other fields attended. This cross-pollination of information helped educate professionals on the key findings of this study, mainly that conduct student were more at risk of dropping out of college at this research site. It encouraged participants to conduct research studies of their own as well. Since there is no real literature on student conduct and attrition, the goal was for other professionals to begin to study this topic. The more information that can be gathered can build a base of knowledge that could positively affect student retention nationwide.

5.6 CONCLUSION

This study showed that student conduct has a relationship to attrition. Furthermore, student demographics, interactions with student conduct and types of retention notes are all related to the likelihood of them dropping out of college. While there were some similarities within this study to student attrition literature, not all factors were the same. This fact should encourage professionals to conduct similar research at their own institutions so that they can have a better

understanding of how student conduct and attrition look at their campuses. Students not attending meetings and being found in violation of a policy were related in their attrition. Conduct professionals can adapt their practices to reach out to these students. Further research will have to be done to see what types of interactions conduct professionals can do once at-risk students are identified to see what best practices are. Retention notes were another key aspect in a student's likelihood of dropping out. Depending on the type of note they received increased the percentage that they may not be retained. Further research at similar sites will have to be done to see if these trends are universal or specific to this research site. Lastly, this study showed that students use of alcohol and drugs may not be a direct factor in them leaving college when they go through the conduct process. These findings contradicted the literature and further research will have to be done to see how alcohol and drugs affect student attrition.

Ultimately, this pilot study showed the need for further research in this area. It produced significant results that can lead to more detailed research questions. It also allowed for there to be a baseline of data for other professionals to compare whenever they are creating their own research studies. The combination of student conduct and retention was unique to this study. Hopefully, this research will inspire other professionals to continue adding knowledge to the field to assist in the retention of at-risk students.

APPENDIX A

EXIT INTERVIEW

Figure 1. Exit Interview Form. The graphic below is of the exit interview form given to students that are leaving the University. It is a paper-based form that is voluntarily filled out by students. The form is collected by the Center for Student Success staff and reviewed on a semesterly basis.

POINT PARK UNIVERSITY

Complete Withdrawal Survey

Name: (Last) (First) (Middle) Student ID:

Current Class Level:
❑ Freshman ❑ Sophomore ❑ Junior ❑ Senior

Please Check One:
❑ Commuter ❑ Residential

Major(s):

Hall and Room Number:

Faculty Adviser:

Please mark and *rank* all of the reasons for leaving Point Park University:

___ ❑ Personal/family issues
___ ❑ Medical/health issues
___ ❑ Did not enjoy urban campus
___ ❑ Military
___ ❑ Quality of instruction
___ ❑ Quality of advising
___ ❑ Academic difficulty
___ ❑ Financial difficulty
___ ❑ Courses were not challenging
___ ❑ University does not offer intended major
___ ❑ Other _____

Complete Withdrawal Check List:

❑ **Financial Services Counselor**
(Financial Aid and Student Accounts)
Thayer Hall 129

❑ **Cancel On-Campus Housing *and/or* Meal Plan**
Pioneer Hall 101

❑ **Request Official Transcript**
(if transferring to another institution)
Thayer Hall 9th floor

❑ **Athletics Department**
Notify Coach

_____

Please provide additional comments, concerns and/or suggestions for improvement. We appreciate your feedback.

Center for Student Success Use Only

Current Cumulative GPA: _____

Transfer Student:
❑ Yes ❑ No

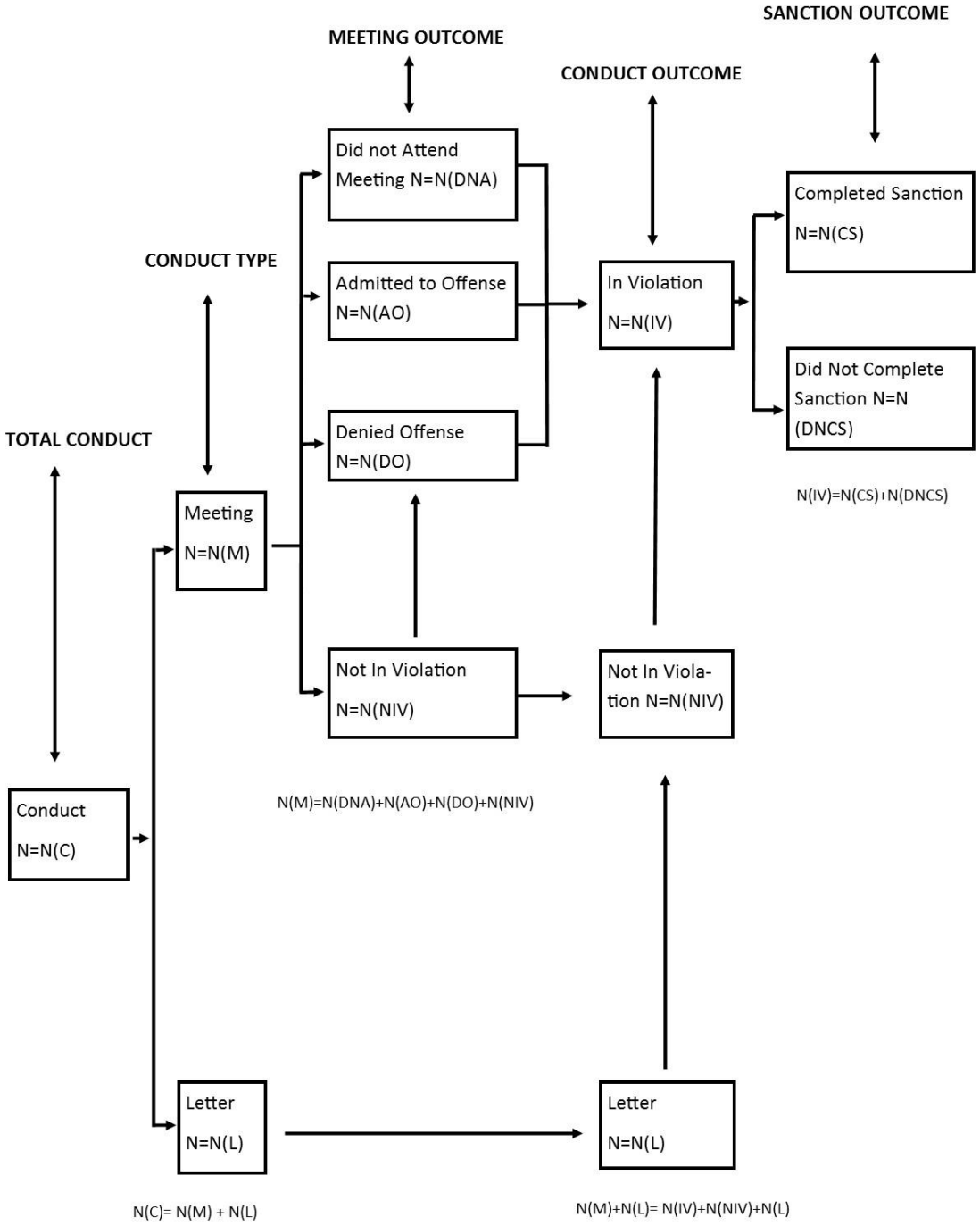
History of Academic Probation:
❑ Yes ❑ No

2012_325_CSS

APPENDIX B

CONDUCT PROCESS FLOWCHART

Figure 2. Conduct Process Flowchart. This flowchart shows the conduct process broken down by stages. It starts out broadly than gets more specific as it progresses.


SANCTION OUTCOME
MEETING OUTCOME
CONDUCT OUTCOME
CONDUCT TYPE
TOTAL CONDUCT
Did not Attend Meeting N=N(DNA)
Admitted to Offense N=N(AO)
Denied Offense N=N(DO)
Not In Violation N=N(NIV)
In Violation N=N(IV)
Completed Sanction N=N(CS)
Did Not Complete Sanction N=N (DNCS)
N(IV)=N(CS)+N(DNCS)
Meeting N=N(M)
Not In Viola-tion N=N(NIV)
N(M)=N(DNA)+N(AO)+N(DO)+N(NIV)
Conduct N=N(C)
Letter N=N(L)
Letter N=N(L)
N(C)= N(M) + N(L)
N(M)+N(L)= N(IV)+N(NIV)+N(L)

APPENDIX C

TABLES WITH INSIGNIFICANT DATA

The following tables did not produce significant results. They were included in this appendix to illustrate that these tests were done and what results were produced.

C.1 FIRST RESEARCH QUESTION: ATTRITION RATES

C.1.1 Total population by subgroups

Table C47

Results of Chi-square Test for the Total Populations' Retention Status by Student Athlete Status

Retention Status	Athletes	Non- Athletes	χ^2	p
Retained Students	111 (116.24)	754 (748.76)	1.113*	0.292**
Non-Retained Students	43 (37.76)	238 (243.24)		
Total (n=1146)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Athletes and retained are independent.
H_a: Athletes and retained are not independent.

C.2 SECOND RESEARCH QUESTION: STUDENT CONDUCT CHARACTERISTICS

C.2.1 Demographics

Table C48

Results of T- Test for the Total Conduct Populations' Retention Status by Age

Retention Status	N	Mean	SD	SE	df
Retained Students	88	18.2	0.522	0.079	87
Non-Retained Students	49	18.2	0.476	0.075	48
Total (n=137)					

Note. $p < .10$. The t-test was 0.589 and the p value was .557.*
*H_O: Age and retained are independent.
H_a: Age and retained are not independent.

Table C49

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Business Students

Retention Status	Business	Non-Business	χ^2	p
Retained Students	7 (8.99)	81 (79.01)	1.375*	0.241**
Non-Retained Students	7 (5.01)	42 (43.99)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Business and not-retained are independent.
H_a: Business and not-retained are not independent.

Table C50

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Cinema Arts Students

Retention Status	Cinema Arts	Non-Cinema Arts	χ^2	p
Retained Students	7 (8.99)	81 (79.01)	1.375*	0.241**
Non-Retained Students	7 (5.01)	42 (43.99)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Cinema arts and not-retained are independent.
H_a: Cinema arts and not-retained are not independent.

Table C51

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Communication Students

Retention Status	Communication	Non-Communication	χ^2	p
Retained Students	14 (13.49)	74 (74.51)	0.064*	0.800**
Non-Retained Students	7 (7.51)	42 (41.49)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Communications and not-retained are independent.
H_a: Communications and not-retained are not independent.

Table C52

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Criminal Justice Students

Retention Status	Criminal Justice	Non-Criminal Justice	χ^2	p
Retained Students	8 (8.35)	80 (79.65)	0.045*	0.831**
Non-Retained Students	5 (4.65)	44 (44.35)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Communications and not-retained are independent.
H_a: Communications and not-retained are not independent.

Table C53

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Education Students

Retention Status	Education	Non-Education	χ^2	p
Retained Students	3 (2.57)	85 (85.43)	0.208*	0.648**
Non-Retained Students	1 (1.43)	48 (47.57)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Education and not-retained are independent.
H_a: Education and not-retained are not independent.

Table C54

Results of Chi-square Test for the Total conduct populations' Retention Status by Humanities & Human Science Students

Retention Status	Hum. & Hum. Sci.	Non-Hum. & Hum. Sci.	χ^2	p
Retained Students	6 (6.42)	82 (81.58)	0.084*	0.772**
Non-Retained Students	4 (3.58)	45 (45.42)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Humanities & human science and not-retained are independent.
H_a: Humanities & human science and not-retained are not independent.

Table C55

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Management Students

Retention Status	Management	Non-Management	χ^2	p
Retained Students	9 (9.64)	79 (78.36)	0.0131*	0.717**
Non-Retained Students	6 (5.36)	43 (43.64)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Management and not-retained are independent.
H_a: Management and not-retained are not independent.

Table C56

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Miscellaneous (A&S) Students

Retention Status	Misc. (A&S)	Non-Misc. (A&S)	χ^2	p
Retained Students	5 (3.85)	83 (84.15)	0.996*	0.318**
Non-Retained Students	1 (2.15)	48 (46.85)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Miscellaneous (A&S) and not-retained are independent.
H_a: Miscellaneous (A&S) and not-retained are not independent.

Table C57

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Natural Sciences & Engr. Tech *Students*

Retention Status	Nat. Sci. & Eng. Tec.	Non-Nat. Sci. & Eng. Tec.	χ^2	p
Retained Students	6 (5.78)	82 (82.22)	0.025*	0.875**
Non-Retained Students	3 (3.22)	46 (45.78)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
*H_O: Miscellaneous (A&S) and not-retained are independent.
H_a: Miscellaneous (A&S) and not-retained are not independent.

Table C58

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Theatre Students

Retention Status	Theatre	Non-Theatre	χ^2	p
Retained Students	7 (8.35)	81 (79.65)	0.675*	0.411**
Non-Retained Students	6 (4.65)	43 (44.35)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Theatre and not-retained are independent.
H_a: Theatre and not-retained are not independent.

Table C59

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Gender Students

Retention Status	Female	Male	χ^2	p
Retained Students	44 (46.25)	44 (41.75)	0.644*	0.422**
Non-Retained Students	28 (25.75)	21 (23.25)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Gender and retained are independent.
H_a: Gender and retained are not independent.

Table C60

Results of Chi-square Test for the Total Conduct Populations' Retention Status by American Indian or Alaska Native Students

Retention Status	Ame. Ind. or Ala. Nat.	Non-Ame. Ind. or Ala. Nat.	χ^2	p
Retained Students	0 (0.64)	88 (87.36)	1.809*	0.178**
Non-Retained Students	1 (0.36)	48 (48.64)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: American Indian or Alaska Native and not-retained are independent.
H_a: American Indian or Alaska Native and not-retained are not independent.

Table C61

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Asian Students

Retention Status	Asian	Non-Asian	χ^2	p
Retained Students	1 (1.93)	87 (86.07)	1.275*	0.259**
Non-Retained Students	2 (1.07)	47 (47.93)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Asian and not-retained are independent.
H_a: Asian and not-retained are not independent.

Table C62

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Black or African American Students

Retention Status	Bla. or Afr. Ame.	Non-Bla. or Afr. Ame.	χ^2	p
Retained Students	18 (18.63)	70 (69.37)	0.075*	0.784**
Non-Retained Students	11 (10.37)	38 (38.63)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Asian and not-retained are independent.
H_a: Asian and not-retained are not independent.

Table C63

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Hispanics of any Race Students

Retention Status	His. of any race	Non- His. of any race	χ^2	p
Retained Students	4 (3.85)	84 (84.15)	0.016*	0.899**
Non-Retained Students	2 (2.15)	47 (46.85)		
Total (n=137)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Hispanics of any race and not-retained are independent.
H_a: Hispanics of any race and not-retained are not independent.

Table C64

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Nonresident Alien Students

Retention Status	Nonr. Alien	Non-Non. Alien	χ^2	p
Retained Students	1 (1.28)	87 (86.72)	0.179*	0.672**
Non-Retained Students	1 (0.72)	48 (48.28)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Nonresident Alien and not-retained are independent.
H_a: Nonresident Alien and not-retained are not independent.

Table C65

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Two or more Races Students

Retention Status	Two or more races	Non-Two or more races	χ^2	p
Retained Students	5 (5.78)	83 (82.22)	0.316*	0.574**
Non-Retained Students	4 (3.22)	45 (45.78)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Two or more races and not-retained are independent.
H_a: Two or more races and not-retained are not independent.

Table C66

Results of Chi-square Test for the Total Conduct Populations' Retention Status by White Students

Retention Status	White	Non-White	χ^2	p
Retained Students	59 (55.88)	29 (32.12)	1.331*	0.249**
Non-Retained Students	28 (31.12)	21 (17.88)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: White and n-retained are independent.
H_a: White and not-retained are not independent.

Table C67

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Honors Students

Retention Status	Honors	Non- Honors	χ^2	p
Retained Students	3 (3.85)	85 (84.15)	0.553*	0.457**
Non-Retained Students	3 (2.15)	46 (46.85)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Honors and retained are independent.
H_a: Honors and retained are not independent.

Table C68

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Smart Start Students

Retention Status	Smart Start	Non- Smart Start	χ^2	p
Retained Students	20 (22.48)	68 (68.52)	1.029*	0.310**
Non-Retained Students	15 (12.52)	34 (36.48)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Smart Start and not-retained are independent.
H_a: Smart Start and not-retained are not independent.

C.2.2 Conduct type

Table C69

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Meeting Type

Retention Status	Meeting	Warning Letter	χ^2	p
Retained Students	75 (75.15)	13 (12.85)	0.006	0.938**
Non-Retained Students	42 (41.85)	7 (7.15)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Meeting and not-retained are independent.
H_a: Meeting and not-retained are not independent.

C.2.3 Meeting outcome

Table C70

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Admitted Offense

Retention Status	Admitted Offense	Non-Admitted Offense	χ^2	p
Retained Students	45 (44.96)	43 (43.04)	0.000*	0.990**
Non-Retained Students	25 (25.04)	24 (23.96)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Admitted offense and not-retained are independent.
H_a: Admitted offense and not-retained are not independent.

Table C71

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Denied Offense Status

Retention Status	Denied Offense	Non-Denied Offense	χ^2	p
Retained Students	8 (8.35)	80 (79.65)	0.045*	0.831**
Non-Retained Students	5 (4.65)	44 (44.35)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Denied offense and not-retained are independent.
H_a: Denied offense and not-retained are not independent.

C.2.4 Conduct outcome

Table C72

Results of Chi-square Test for the Total Conduct Populations' Retention Status by Warning Letter Status

Retention Status	Warning Letter	Non-Warning Letter	χ^2	p
Retained Students	14 (13.49)	74 (74.51)	0.063*	0.800**
Non-Retained Students	7 (7.51)	42 (41.49)		
Total (n=137)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Warning letter and not-retained are independent.
H_a: Warning letter and not-retained are not independent.

C.2.5 Early alert notes: Total population

Table C73

Results of Chi-square Test for the Total Populations' Retention Status by Early Alerts received

Retention Status	Early Alerts	Non-Early Alerts	χ^2	p
Retained Students	27 (25.47)	116 (117.53)	0.185*	0.667**
Non-Retained Students	38 (39.53)	184 (182.47)		
Total (n=365)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Early alerts and not-retained are independent.
H_a: Early alerts and not-retained are not independent.

Table C74

Results of Chi-square Test for the Total Populations' Retention Status by Academic Single Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	6 (8.6)	45 (42.4)	2.21*	0.137**
Non-Retained Students	9 (6.4)	29 (31.6)		
Total (n=89)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C75

Results of Chi-square Test for the Total Populations' Retention Status by Assorted Notes Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	12 (12.11)	29 (28.89)	0.003*	0.958**
Non-Retained Students	14 (13.89)	33 (33.11)		
Total (n=88)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C76

Results of Chi-square Test for the Total Populations' Retention Status by Class Withdrawal Alert Status

Retention Status	Conduct	General Population	χ^2	p
Retained Students	1 (1.07)	9 (8.93)	0.008*	0.927**
Non-Retained Students	2 (1.93)	16 (16.07)		
Total (n=28)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C77

Results of Chi-square Test for the Total Populations' Retention Status by Complete Withdrawal Note Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	0 (0.33)	2 (1.67)	0.429*	0.513**
Non-Retained Students	5 (4.67)	23 (23.33)		
Total (n=30)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C78

Results of Chi-square Test for the Total Populations' Retention Status by Financial Notes Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	0 (1)	5 (4)	1.875*	0.171**
Non-Retained Students	3 (2)	7 (8)		
Total (n=15)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C79

Results of Chi-square Test for the Total Populations' Retention Status by Hold Single Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	2 (1.91)	1 (1.09)	0.016*	0.898**
Non-Retained Students	5 (5.09)	3 (2.91)		
Total (n=11)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C80

Results of Chi-square Test for the Total Populations' Retention Status by Holds Multiple Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	2 (2.33)	1 (0.67)	0.321*	0.571**
Non-Retained Students	5 (4.67)	1 (1.33)		
Total (n=9)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C81

Results of Chi-square Test for the Total Populations' Retention Status by Leave of Absence Note Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	2 (1.25)	3 (3.75)	0.758*	0.384**
Non-Retained Students	4 (4.75)	15 (14.25)		
Total (n=24)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C82

Results of Chi-square Test for the Total Populations' Retention Status by Medical Note Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	3 (3.55)	10 (9.45)	0.282*	0.595**
Non-Retained Students	3 (2.45)	6 (6.55)		
Total (n=22)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C83

Results of Chi-square Test for the Total Populations' Retention Status by Not Return Assorted Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	0 (.1)	1 (.9)	0.111*	0.740**
Non-Retained Students	4 (3.9)	36 (36.1)		
Total (n=41)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C84

Results of Chi-square Test for the Total Populations' Retention Status by Personal Assorted Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	0	4		
Non-Retained Students	0	4		
Total (n=8)				

This table could not be completed because 0 conduct students had Personal Assorted notes.
H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C85

Results of Chi-square Test for the Total Populations' Retention Status by Transfer Single Note Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	2 (1.24)	6 (6.76)	0.607*	0.436**
Non-Retained Students	13 (13.76)	76 (75.24)		
Total (n=97)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

C.2.6 Intervention notes: Total population

Table C86

Results of Chi-square Test for the Total Populations' Retention Status by Administrative Note Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	21 (20.94)	68 (68.06)	0.001*	0.982**
Non-Retained Students	15 (15.06)	49 (48.94)		
Total (n=153)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C87

Results of Chi-square Test for the Total Populations' Retention Status by Assorted Outreach Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	8 (9.11)	21 (19.89)	0.340*	0.560**
Non-Retained Students	14 (12.89)	27 (28.11)		
Total (n=70)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C88

Results of Chi-square Test for the Total Populations' Retention Status by Conversation Academics Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	9 (9.36)	24 (23.64)	0.038*	0.846**
Non-Retained Students	10 (9.64)	24 (24.36)		
Total (n=67)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C89

Results of Chi-square Test for the Total Populations' Retention Status by Conversation Attendance Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	8 (8.62)	20 (19.38)	0.138*	0.711**
Non-Retained Students	8 (7.38)	16 (16.62)		
Total (n=52)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C90

Results of Chi-square Test for the Total Populations' Retention Status by Conversation Assorted Notes Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	3 (4.74)	15 (13.26)	1.642*	0.200**
Non-Retained Students	7 (5.26)	13 (14.74)		
Total (n=38)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C91

Results of Chi-square Test for the Total Populations' Retention Status by Conversation General Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	4 (2.88)	3 (4.12)	1.252*	0.263**
Non-Retained Students	3 (4.12)	7 (5.88)		
Total (n=17)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C92

Results of Chi-square Test for the Total Populations' Retention Status by Conversation Financial Status

Retention Status	Conduct	General Population	χ^2	p
Retained Students	1 (1.6)	3 (2.4)	1.875*	0.177**
Non-Retained Students	1 (0.4)	0 (0.6)		
Total (n=5)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C93

Results of Chi-square Test for the Total Populations' Retention Status by Email Academics Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	7 8.92()	24 (22.08)	1.01*	0.316**
Non-Retained Students	14 (12.08)	28 (29.92)		
Total (n=73)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C94

Results of Chi-square Test the Total Populations' Retention Status by Email Finance Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	0	2		
Non-Retained Students	0	2		
Total (n=4)				

This table could not be completed because 0 conduct students had Personal Assorted notes.
H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C95

Results of Chi-square Test for the Total Populations' Retention Status by Email General Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	4 (4.83)	10 (9.17)	0.42*	0.518**
Non-Retained Students	6 (5.17)	9 (9.83)		
Total (n=29)				

Note. * = $p < .10$. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C96

Results of Chi-square Test for the Total Populations' Retention Status by Positive Improvement Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	6 (8.25)	27 (24.75)	2.618*	0.106**
Non-Retained Students	6 (3.75)	9 (11.25)		
Total (n=48)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

Table C97

Results of Chi-square Test for the Total Populations' Retention Status by Poor Improvement Students

Retention Status	Conduct	General Population	χ^2	p
Retained Students	1 (1.54)	4 (3.46)	0.442*	0.510*
Non-Retained Students	3 (2.46)	5 (5.54)		
Total (n=13)				

Note. * = p < .10. Expected N appear in parentheses below group frequencies.
**H_O: Conduct and not-retained are independent.
H_a: Conduct and not-retained are not independent.

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